

**PERSONALITY SUPERTRAITS AND PARENTING STYLES AS
CORRELATES OF PSYCHOSOCIAL ADJUSTMENT AMONG
UNDERGRADUATES IN THE NIGER DELTA REGION**

BY

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DECEMBER, 2014

DECLARATION

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DEDICATION

This work is dedicated to my husband and my children.

ACKNOWLEDGMENTS

The researcher is very grateful to God Almighty for His help, support and enablement in writing this thesis. I am indeed very grateful to my detailed and articulate supervisor Prof. R.I. Okorodudu who with dedication and sense of commitment, encouragement, rebuke, prayers, humor, numerous corrections and contributions carried me along throughout the period of this work. I equally appreciate Dr. (Mrs.) G.O. Akpochafo, the Co-Supervisor and the Head of Department of Guidance and Counselling. Her special appreciation goes to Dr. P. U. Osadebe, and Dr. (Mrs.) C.O. Duze for reading the thesis and making useful contributions and corrections. Also special thanks go to Dr. J.N. Odili and Dr. (Mrs.). G. N. Okorodudu for their encouragement and criticisms.

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ABSTRACT

The aim of the study was to examine the level of relationship among personality supertraits, parenting styles and psychosocial adjustment; mediating influence of parents-child relationship and peer group influence. As a result of this, fifteen research questions were raised and fifteen null hypotheses formulated as a guide for the study. A total of four states out of the eight states in Niger Delta Region were used for the study. The Niger Delta Region is made up of eight states which are: Cross River, Rivers, Bayelsa, Abia, Akwa-Ibom, Delta, Edo, and Ondo. Four universities were sampled using simple random sample technique. 100 respondents were drawn using stratified random sampling and multi-stage random sampling techniques. Questionnaire type of instrument titled personality supertraits, parenting styles and psychosocial adjustment scale (PSPSPS) was administered by the researcher. Almost all the sections of the questionnaire were self made except the personality supertraits scale which was adapted from Coaster and McCrae (1992). The instrument was divided into five sections with a total of 100 items. The reliability coefficients are as follows: personality supertraits $r = .74$, parenting styles $r = .82$, parents-child relationship $.87$, peer group $.75$ and psychosocial adjustment $r = .80$. At the end, 943 respondents were used and the data collected was analysed by using Multiple Correlation and Multiple Regression Analysis and Path Structural Models. At the end of the study, the findings revealed that there was significant relationship among personality supertraits, parenting styles and psychosocial adjustment among undergraduates in Niger Delta Region. Parents-child relationship did not mediate the relationship while peer group influence mediated among the variables. Gender and age did not moderate among the variables. The study also discovered that personality supertraits had the highest correlational influence followed by parenting styles influence. It was further discovered that emotional stability, extraversion, consciousness and authoritative parenting styles correlated with psychosocial adjustment. Based on the conclusion reached in this study, the following recommendations were made. Prominent among them are: That personality supertraits of emotional stability, extraversion, conscientiousness should be encouraged and improved upon by the parents and the undergraduates, making sure that the positive traits in them are upheld while those negative traits are eliminated. That authoritative parenting style of being warm and caring should be applied effectively on the undergraduates by their parents for excellent psychosocial adjustment.

CHAPTER ONE

INTRODUCTION

Background to the Study

In a normal life situation, undergraduates in the university system do not live in isolation rather they are bound to interact with one another. In some cases, there is the establishment of an excellent relationship with a loved one that results in a mutual commitment of affection, interdependence and the showing of future plans.

In the universities, most of the undergraduate students are in the period of active psychosocial adjustment. They are exploring personal relationships and independence and are developing a sense of self. Some of them want to adjust quickly to the academic environment outside home. To them, it is a period of developing close, committed and secured relationships with others. These ones are friendly, organized, emotionally balanced and stable, open, compassionate, co-operative, kind, peaceful, sociable, helpful and ready to interact with others freely and positively (Santrock, 1997).

Some undergraduates are involved in multiple serious criminal acts referred to as life style, which are now recognized as serious social problems. These social behavioural problems include truancy, absenteeism, assault, armed robbery, kidnapping, various gangsterism, cultism, prostitution, murder, burglary, rape, unwanted pregnancy, substance abuse and smoking (Achal, 2004). According to Okobiah (1992), there are many behavioural problems exhibited by students in the school setting. For instance, such behaviours include: drop outs, stealing, fighting, bullying, truancy, promiscuity, hyperactivity, shyness to sleeping in the class. Okobiah (2006), explained that this problems are classified into categories: Existential problems/concern, resources deficient, communication breakdown, closed-perceptual field; and discouragement

The term psychosocial refers to the interpersonal interactions and relations, which influence individual's development and behaviour. Psychosocial problem is a psychological problem that manifests in social relationship of the individual with others. Psychosocial adjustment becomes a problem when the individual is unable to adjust to the expected and acceptable behaviour of the

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society. Psychosocial adjustment in our universities over the years has become problematic. There are signs of trouble in our universities because students engage in some vices such as cultism, carrying of weapons, kidnapping, smoking, drinking, and drug addiction, students' death in drug or

alcohol- related incidents and students showing up in class drunk or stoned. These are the challenges of adjustment in our universities system especially in the Niger Delta Region. Because of the maladjusted behaviour of students in our campuses, the atmosphere in our universities is not 100% conducive for learning. There is always trouble and atmosphere of rancor. Some undergraduates are not psychosocially well adjusted hence they cannot interact positively with others. They are wicked, mischievous, disorganized, impulsive, ruthless, emotionally unstable and without human feelings. People with such behaviour traits are violent and exhibit all forms of aggression (Santrock, 1997).

The Big Five Factors or variables in personality traits are known as “Five Factor Mode” (FFM) or the Big Five Personality Traits or the Personality Supertraits. He further explained that emotional stability involves being calm rather than anxious, secured rather than unsecured, and self-satisfied rather than self-pitying. Extraversion consists of being sociable instead of reserved. Openness involves being imaginative rather than practical, preferring variety to routine, and being independent rather than conforming. Agreeableness consists of being softhearted, not ruthless; trusting, not suspicious, and helpful, not uncooperative. Conscientiousness involves being organized rather than disorganized, careful rather than careless, and disciplined not impulsive.

The concept of personality refers to the totality of psychical and physical disposition of an individual. Iwuama & Obimba (2003) defined personality as the totality of the behaviour characteristics of the individual, overt and covert (outer observable characteristics and inner being) which establish his identity and unique qualities that make him different from other human beings. The effectiveness with which the individual relates with other people, the impression which he creates on other people of himself, are all manifestation of his type of personality. Thus, we can have “aggressive personality”, “timid personality”, humble personality, assertive personality, fearful personality, and gentle personality and warped personality among others. Various psychological studies have been conducted over the years to understand and pinpoint exactly what a healthy personality is. These studies according to Capsi and Shinner (2006), Galambus and Costigan (2003) in Santrock (2007) resulted in a number of theories. Carl Jung’s theory of an

individual emphasizes higher forces of nature and their role play in development of healthy personality. The theory of self transcendence by Frankl talks about finding meaning in our past and our actions in order to have a healthy mental state. The importance of social adjustment is reflected in his theory by Erich Fromm. Carl Rogers in his theory of the fully functional person sheds light on one's ability to take his own decisions and be spontaneous. The mature person, a theory by Gordon Allport, stresses the fact that such a personality is developed by moving forward and not by pinning on the past. Another important theory on self-growth and healthy personality is by Abraham Maslow. Also called the self actualization theory, it explains how a healthy personality is developed over time.

The importance of a healthy personality in the life of an individual cannot be over emphasized. Omoni (2006) pointed out that a healthy personality leads one to actualize as a unique and fully functioning individual. A healthy personality also promotes optimal adulthood, growth and intellectual development (Egbochukwu, 2007). According to Fava and Mangeli (2001), the development of these theories have led psychologists to sum up the human personality into five important traits. This has led to the development of the big five personality traits of psychology also known as OCEAN. This is one of the most common and famous theories of the personality analysis. The theory basically comprises of five main spheres: Openness, Conscientiousness, Extraversion, Agreeableness and Neuroticism. Out of these five, the first four are positive traits. Neuroticism, in its own, is a negative trait. However, the opposite of it, i.e. emotional stability, is a trait of healthy personality. It is from this theory that basic characteristics of a healthy personality are derived.

Here are lists of some basic characteristics of a healthy personality with regards to the OCEAN theory (Personality Supertraits): Openness, Conscientiousness, Extraversion, Agreeableness and Neuroticism according to Fava & Mengelli (2001). Openness (O): A healthy personality demands openness and eagerness towards everything in life. Old or new, it covers not only new experiences, but new ideas, thoughts, letting go of older conventions and accepting the changing times. Openness also talks about creativeness and a strong imagination.

Conscientiousness (C): This trait describes the characteristic of self organization and efficiency. A healthy personality is generally goal- oriented and has a perspective of what he wants in life. Such personalities are competent and competitive. They have a high level of tolerance when it comes to pressure. They are always working hard and striving to succeed in all endeavours.

Extraversion (E): This personality trait sums up the general disposition of a person in a public group and his social behaviour. This personality is warm and welcoming to new people in his life.

They generally accept others as they are. They don't attempt to change others to meet their requirements. They do not have high expectations. Agreeableness (A): This refers to the level of social trust and regard that a person displays. As healthy personality, however, has balanced outlook towards matters of trust and intimacy. They are straight forward in their communication and do not believe in beating about the bush. In times of conflict, they prefer to walk out with calm

wards and avoid argument or quarrel. Emotional stability (as opposed to neuroticism (N)): This refers to the level of control a person has over his emotions.

A healthy personality is devoid of any unreasonable and unwanted emotions towards others and even oneself. They are not devoid of emotions, however they do not let their emotions take over themselves. They can keep a constraint over themselves. Neuroticism is a long term disposition to negative emotions, such as distress, anger, frustrations at little things, hatred, jealousy, etc. It is not a part of a healthy personality. A healthy personality is formed by the exact opposite of neuroticism. Emotional stability with healthy personalities are those who are known to adjust well. They are able to function efficiently and are at peace in the world full of chaos. They enjoy a balance level of all pleasures and adventures in life. They are blessed with a great presence of mind and self confidence. However, if these personality characteristics are inculcated into our youths, they will live a more fulfilling life devoid of antisocial behaviours which abound in our society today. Each theorist presents his own understanding of the personality in parts, this helps to explain why there are so many different personality theories. However, each offers insight into the question of the "self" (Leahy, 2008). Leahy maintained that most theories break personality development down into specific stages which are typically progressive, this

means that one must pass through one stage before getting to the next; failure to complete one of the stages will result in difficulties later in life.

According to Nwamadi (2002), the foundation for this concept of personality theory was laid by famous psychologists, Abraham Maslow and Carl Rogers. Rogers and Maslow (1995) found that the mentally healthy ones tend to accept themselves. They can accept the other person even if he is different. In general, the self- concept-theory says that people with a positive self-concept tend to accept themselves, people and the world while those with a negative self-concept always tend to feel negative because they do not really have confidence in themselves or accept themselves.

Baumrind (1966) categorized parenting styles into authoritarian, authoritative, and permissive. Evidences abound that the predictive impact of parents on adolescent students is not restricted to their close family context alone but it does extend to their school and academic achievement. Authoritative parenting is characterized by parent's interaction with the children in a supportive and affectionate manner. It encourages open communication with the children, exercise high level of warmth with firm but fair control (Quach, 2008). Hickman, Bartholomae, & Mekenry (2000) associate high academic achievement with authoritative parenting style. Because authoritative parenting style has significant relationship with successful academic performance of students, it depicts the fact that there was a positive psychosocial adjustment among the students before ever the positive academic achievement of the students. Similarly, Cohen & Rice (1997) survey study on the relevance of parenting style to the adolescent's educational achievement revealed that students with low grades rated their parents as less authoritative, more permissive and authoritarian than students with high grades. Thus confirming that authoritative parenting style is associated with high academic achievement. In the same vein, Paulson (1994), Steinberg, Lamborn, Dornbusch & Darling (1992) posit that authoritative parenting promotes better academic achievement and students who described their parents as authoritative report better school performance. This is because authoritative parenting uses firm control as a method of helping the children develop in an appropriate manner and become responsible and mature individuals.

Authoritarian parenting style is characterized by little affection and support with low warmth and high levels of behavioural control that is strict and demanding. Steinberg, Lamborn, Dornhusch & Darling (1992) assert that authoritarian parenting promote low academic achievement. Authoritarian parents generally perceive strictness and control as behavior that are meant to help rather than hurt children. It is utilized as methods of training progenies to follow rules and expectations (Chao, 1994). Children of authoritarian parenting have lower levels of psychosocial adjustment than others. This Quach (2008) attributes to the deleterious effects of the high levels of control and restrictions, low levels of warmth and support exhibited by authoritarian parents. However, the maturity and understanding of the students is very important in this regard if the adolescents perceive the pressure (strictness and harshness) of parents as done out of love and concern for their wellbeing, then they may not be negatively affected as those who view the pressure as harsh, burdensome and overbearing.

Permissive/ Laissez-fair parenting is characterized by high levels of warmth with low levels of behavioural control. Parent that adopts this parenting style are known to be unwilling to reprimand their children when they misbehave. Although, this parenting style grants the children's demand for independent training of their children (Baumrind, 1973). This precisely could be the reason why they are prone to delinquency and a lack of interest in school during adolescence (Cramer, 2002).

Baumrind (1971, 1991) classified parenting styles as authoritarian, authoritative, neglectful and indulgent. According to her, parents interact with their children in any of these four basic ways. Parenting styles variables or factors as used in the study refer to specific patterns of interaction with the undergraduates by the parents. These patterns include styles parents apply on the undergraduates' up bringing. This goes a long way to determine the life styles of the undergraduates and their interactions with others which speak volume in their general psychosocial adjustment. Most of the unacceptable behavioral patterns exhibited by these undergraduates could be as a result of parental styles and influence.

In the past before the advent of western education, undergraduates were given informal education to prepare them for life as responsible and psychosocially well adjusted individuals. During this period an adolescent/undergraduate had little opportunity for social vices because he was hardly exposed to them and respect and obedience to his elders and parents were paramount to him. With the disorganization of the primary society as a result of modernization, undergraduates resorted to urban life and moved away from rich cultural heritage in their quest for better social status, there is bound to be problems and one of such problems is psychosocial adjustment problems. Undergraduates in Nigeria today appear to be experiencing a weakening of traditional social bound that existed in the past where every member of the society had a role to play in child upbringing (Nwaomu-Igboamaka, 2010). Teachers and lecturers were respected for the job and teaching was easy and interesting and the students benefited immensely from education because they knew the value. Many parents appear not to be interested or they are constrained socially from instructing undergraduates on acceptable behavioral patterns because of the perverse nature of the society. Undergraduates form gangs in the universities. These gangs are group of youths who collectively engage in delinquent behaviors. The interpersonal interactions and relationship of these set of maladjusted undergraduates with the entire university community are not cordial. They go about molesting and terrorizing the innocent ones.

In the universities, there is much violence. Students are engaged in carrying weapons, gun shooting and killing. Most of the recent robbery carried out now all over the nation with latest sophisticated guns is done by our undergraduates. For example, two young undergraduates of one of our universities in Edo State were caught in the act in 2007. When interviewed over the television why they were involved in armed robbery, they explained that they needed money to finish up their academic project. Also a four hundred level student from one of the universities in Edo State was rounded up as he was robbing at mid-night while his colleagues who were watching outside escaped.

Recently in one of the universities in River State, on the 7th of June, 2010, the daily paper, 'The Nation' published that three undergraduate students were beaten to death and others seriously injured by

the 'Man O' war members of the school for being asked by one of the victims to pay him the hundred naira (₦100) balance from the product he bought from him and the Man O' war member took offence of which the victims were beaten to death.

Our undergraduates are engaged in substance abuse. Substance abuse is addictive behaviors involving the abuse of substance such as alcohol, cocaine, heroin or other drugs. These students drink to the extent that they cannot interact effectively with others. They put up maladapted behavior and cause menace in the campus and do a lot of havoc. Excessive drink is so destructive in an individuals total life adjustment (Achal, 2004).

Truancy is another dangerous precedence in our universities. Undergraduates travel out of school for months and weeks when lectures suppose to be on. At the end they want to make the best grade. They go about bribing and harassing innocent lecturers whereby constituting academic nuisance. In the universities, students engage in strike actions. They boycott lectures. Those who are not serious with their studies mobilize innocent ones to cause confusion in the campus and this will eventually affect their learning.

In the universities to be precise, many students cannot stand the test of time because they cannot relate or adjust properly with others. This could be as a result of problems from one's psychological development in an interaction with a social environment. In view of the above, one could rightly observe that there is disparity in the psychosocial adjustment of undergraduates in our universities. Some adjust positively and excellently, while others are maladjusted. The question now is, why is it so? The researcher is attracted to investigate the variables Personality Super traits and Parenting Styles as correlates of Psychosocial Adjustment among Undergraduates in the Niger Delta Region.

Students growing up in broken homes were more likely to fall prey to maladapted behaviors than those who lived in two-parent householders because they lack good parental communication. Family background of a student according to Egbule (2004), usually determines the view the child holds of himself and the view the child holds for others. Since home is the primary agent of socialization and initial education of the child begins in the home, the success or

failure of any child depends largely on the encouragement and provision of favourable or unfavorable home environment by members of the family (Egbule, 2004).

Ochei (1983) explained that forces of environment are very strong in rearing children. A very important basic parenting principle is based on good communication which is more than hearing and understanding. Good communication involves creating a safe atmosphere which encourages family members to be able to express their thoughts and feelings truthfully. When the relationship between children and their parents are strained, it becomes rather difficult for the children to share their emotional problems with parents (Odebumi, 1989). The situation in many homes is more or less a battle field; a war between the parents and the children, a war between husband and wife or a war among the children (Odebumi, 2007). The undergraduate from this type of home turns the university environment to be chaotic and battle field oriented because the only language he understands is war.

In the past, parents devoted their time teaching their undergraduates societal norms and values. Parents woke adolescents at midnights for words of wisdom and vital information and educating stories were told at evenings during midnight tales and there was good rapport and excellent communication between parents and children. There was sanity at homes. The undergraduates were disciplined because of the homes and caliber of parents they had. Adolescents obeyed their parents at any slightest instruction; parents used body languages to communicate with their children and any parent's body movement at any given time sends a signal instantly to the adolescent/undergraduate even at a blink of an eye. Elders, parents were respected and this was extended to the lecturers in the classrooms and education was meaningful.

Undergraduates of those years were students of high integrity, custodians of good morals and adolescents of positive psychosocial adjustment. They had a focus and they moved straight to achieve it without distractions. In those good years, people were not living in fear. There was peace, joy, respect, tranquility everywhere in the communities and villages. People slept at the corridors comfortably till dawn with doors and windows opened without robbed or murdered. There was respect for humanity and evil was sharply rebuked by all and sundry. Training a child was a responsibility of all parents and as a result, the psychosocial adjustment of most adolescents/undergraduates was

cordial and acceptable. The abandonment of these virtues by the present society was due to colonization, modernization and missionary propaganda and this has contributed to the present psychosocial adjustment problems of the undergraduates.

Serious concern has been expressed about the uncontrolled psychosocial adjustment problems of undergraduates in Nigeria universities in general and Niger Delta Region universities in particular. For instance, with the rapid urbanization and the break down of law and order, psychosocial adjustment problematic activities have become the behavioral patterns of the social life of the undergraduates. For example, undergraduates' insubordination to their lecturers, assault, raping, killing, lying, substance abuse, armed robbery, absenteeism, cheating, examination malpractice, immorality, sexual permissiveness, incessant abandoning of unwanted babies, gangsters, cultism, kidnapping of lecturers and co-students, torturing of all kinds leading to death, forgery, just to mention but a few have become the order of the day which had led to paying little or no attention to educational realization which was the bedrock of their admission into the university. This situation has far reaching national consequences, which require urgent attention and lasting solution. It is this situation that has actually precipitated this study with the view to investigate thoroughly the relationship among the personality super traits, parenting styles as correlate of psychosocial adjustment among undergraduates in the Niger Delta Region.

Statement of the Problem

In the universities, some undergraduates are involved in multiple serious criminal acts referred to as life style which are now hindering the realization of the academic dreams and aspirations which was the bedrock of their admission into the universities. Many of these undergraduates cannot stand the test of time because they can not relate or adjust properly with others. There is disparity in the psychosocial adjustment of undergraduates in our universities. Some adjust freely and positively and they are successful in life while there is maladjustment in others, which makes them awkward, aggressive and may probably full of regrets in later life.

There is a general assumption that every form of undergraduate's psychosocial maladjustment or instability, or effective adjustment or stability could have much reflection on his

future life achievement and fulfillment. However, since undergraduates' psychosocial adjustment is a major determinant to the success of their whole life future fulfillment as a result of influence of some variables, it becomes imperative to investigate the personality super traits, parenting styles as correlates of psychosocial adjustment in this research.

The personality super traits variables include emotional stability, extraversion, openness, agreeableness and conscientiousness (Shamrock, 1997), while the parenting styles variables are authoritative, authoritarian, neglectful and indulgent parenting styles. It is important to carry out this research because so far the literature review has indicated that enough work has not been done on personality super traits, parenting styles and psychosocial adjustment. None of the available literature reviewed actually looked at the degree of relationship of these psychological variables. This shows that detailed work has not been carried out on this concept. To make up these lapses, the researcher attempted to find out the degree of relationship of the personality super traits, parenting styles and psychosocial adjustment among undergraduates in the Niger Delta Region. Therefore, the researcher examined the variables personality super traits and parenting styles as correlates of psychosocial adjustment among undergraduates in the Niger Delta Region.

Research Questions

The following questions were presented to guide this study:

- (1) Is there any relationship between the personality super traits and psychosocial adjustment among undergraduates in the Niger Delta Region?
- (2) Is there any relationship among parenting styles, personality super traits and psychosocial adjustment among undergraduates in Niger Delta Region Universities?
- (3) Is there any mediating impact of parents-child relationship in the relationship among personality super traits, parenting styles and psychosocial adjustment among undergraduates in the Niger Delta Region universities?
- (4) Is there any mediating impact of peer group influence in the relationship among personality super traits, parenting styles, parents-child relationship, and psychosocial adjustment among undergraduates in the Niger Delta Region?

- (5) Is there any moderating impact of gender in the relationship among personality super traits, parenting styles, parents-child relationship, peer group influence and psychosocial adjustment among undergraduates in the Niger Delta Region.?
- (6) Is there any moderating impact of age in the relationship among personality super traits, parenting styles, parents-child relationship, peer group influence, gender and psychosocial adjustment among undergraduates in the Niger Delta Region?
- (7) Is there any relationship between the emotional stability and psychosocial adjustment among undergraduates in the Niger Delta Region?
- (8) Is there any relationship among extraversion, emotional stability, and psychosocial adjustment among undergraduates in Niger Delta Region Universities?
- (9) Is there any relationship among openness, emotional stability, extraversion and psychosocial adjustment among undergraduates in the Niger Delta Region universities?
- (10) Is there any relationship among agreeableness, emotional stability, extraversion, openness, and psychosocial adjustment among undergraduates in the Niger Delta Region universities?
- (11) Is there any relationship among conscientiousness, emotional stability, extraversion, openness, agreeableness and psychosocial adjustment among undergraduates?
- (12) Is there any relationship between authoritative parenting style and psychosocial adjustment of undergraduates?
- (13) Is there any relationship between authoritarian parenting style and psychosocial adjustment among undergraduates in Niger Delta Region Universities?
- (14) Is there any relationship between neglectful parenting style and psychosocial adjustment among undergraduates in the Niger Delta Region universities?
- (15) Is there any relationship between indulgent parenting style and psychosocial adjustment among undergraduates in the Niger Delta Region?

Research Hypotheses

The following hypotheses were tested to achieve the objectives of this study:

- (1) There is no significant relationship between personality super traits and psychosocial adjustment among undergraduates in the Niger Delta Region.
- (2) There is no significant relationship among parenting styles, personality super traits, and psychosocial adjustment among undergraduates in the Niger Delta Region universities.
- (3) There is no significant impact of parents-child relationship in the relationship among personality super traits, parenting styles and psychosocial adjustment among undergraduates in the Niger Delta Region universities.
- (4) There is no significant mediating impact of peer group influence in the relationship among personality super traits, parenting styles, parents-child relationship and psychosocial adjustment among undergraduates in the Niger Delta Region.
- (5) There is no significant moderating impact of gender in the relationship among personality supertraits, parenting styles, peer group influence, parents-child relationship, peer group influence and psychosocial adjustment among undergraduates in the Niger Delta Region.
- (6) There is no significant moderating impact of age in the relationship among personality super traits, parenting styles, parents-child relationship, peer group influence, gender and psychosocial adjustment among undergraduates in the universities in Niger Delta Region.
- (7) There is no significant relationship between emotional stability and psychosocial adjustment among undergraduates in the Niger Delta Region.
- (8) There is no significant relationship among extraversion, emotional stability, and psychosocial adjustment among undergraduates in the Niger Delta Region.
- (9) There is no significant relationship among openness, emotional stability, extraversion and psychosocial adjustment among undergraduates in the Niger Delta Region.
- (10) There is no significant relationship among agreeableness, emotional stability, extraversion, openness, and psychosocial adjustment among undergraduates in the Niger Delta Region universities.

- (11) There is no significant relationship among conscientiousness, emotional stability, extraversion, openness, agreeableness, and psychosocial adjustment of undergraduates in the universities in Niger Delta Region.
- (12) There is no significant relationship between authoritative parenting style and psychosocial adjustment among undergraduates in the Niger Delta Region.
- (13) There is no significant relationship between authoritarian parenting style and psychosocial adjustment among undergraduates in the Niger Delta Region universities.
- (14) There is no significant relationship between neglectful parenting style and psychosocial adjustment among undergraduates in the Niger Delta Region universities
- (15) There is no significant relationship between indulgent parenting style and psychosocial adjustment among undergraduates in the Niger Delta Region.

Purpose of the Study

The study wishes to examine the nature and degree of relationship among the Personality Super traits, Parenting Styles and Psychosocial Adjustment among undergraduates in the Niger Delta Region.

Specifically, the objectives of the study are:

1. It will determine the degree of relationship between personality super traits and psychosocial adjustment among undergraduates Niger Delta Region.
2. It will also determine the relationship between parenting styles and psychosocial adjustment among undergraduates in the Niger Delta Region.
3. It will determine the relationship between the personality super traits components of emotional stability, extraversion, openness, agreeableness, conscientiousness and psychosocial adjustment of undergraduates in the Niger Delta Region.
4. It aimed at investigating the degree of relationship between the components of parenting styles of authoritative, authoritarian, neglectful, indulgent and psychological adjustment of undergraduates.
5. It also aimed at investigating the extent to which the gender and age can moderate the

relationship among personality super traits, parenting styles and psychosocial adjustment among undergraduates in the Niger Delta Region.

6. Also it will determine the degree of relationship among the mediating variables of peer group influence, parents-child relationship and psychosocial adjustment

Significance of the Study

The outcome of the study will be helpful to the parents, lecturers, undergraduates, students in general, university counselors, university authorities, community, government and society. The outcome of this study will help the parents to note the general behavioral characteristics connected with their undergraduates' accelerated developmental pattern which tends to exaggerate the sudden changes in moods, feelings, and reactions. Parents will be able to accept the different personalities of their undergraduates and know the limits or capacities of their undergraduate children. From the above knowledge, the parents will identify the best parenting style to be used for their undergraduates that will make them acceptable by others in the society and have emotional maturity, achievement, orientation and responsibility as well as ability to make adequate adjustment in various fields of life, like: home, school, health, social, emotional and professional work attitude.

A study like this is significant to the lecturers, university authority and university counselors who with the knowledge acquired from the study assist the undergraduates to cope with their psychosocial adjustment and interactive challenges in the university and this will lead to the enhancement of undergraduates' commitment to the realization of their university dreams and aspirations. The usefulness of the study will equip the university guidance counselors in particular to help or assist the undergraduate to correct any negative personality trait inherited from the parents militating against his social interaction with others.

The study will stimulate student's (undergraduate's) self awareness of his personality, characteristics and also promote self concept and self esteem needed for successful interpersonal relationship with others. Hopefully, the findings of this study will enhance effective educational policy making by the university authority and government of the day and also serve as a reference point to future researchers in the area of psychosocial adjustment of undergraduates.

Finally, the study is significant to parents, lecturers, undergraduates and students in general, university authorities, university counselors, government, community and society in general who would promote activities that would enhance the undergraduates' positive psychosocial attitudinal adjustment and there would be conducive and perfect university system producing graduates with excellent academic realization.

Limitations of the Study

The major limitations of this study are those associated with the correlation research design and the instrument used. We cannot say for sure that personality super traits and parenting styles are correlates of psychosocial adjustment of undergraduates in Niger Delta State. We can only determine and connote that there are associations or a type of correlations among these variables. The cause of the associations or correlations may be due to another factor, like mass media, self-esteem, culture and other influence which were not covered in the research.

Also, the subjects were required to respond to a self report inventory. The validity and reliability of the data generated depended on how accurate and honest the subjects introspectively reported their feelings and actions on the variables of the study.

In spite of these weaknesses, however, the results of the study are valid and reliable because the statistical technique adopted in analyzing the data controlled errors. Moreover, care was taken in wording the items in the research instrument so as to prevent faking by respondents.

Scope / Delimitation of the Study

The scope of this study covered only the number of universities selected from Niger Delta Region. The study is restricted to only the undergraduates of the selected universities in the Niger Delta Region. The researcher got her sample from various faculties of the four universities.

The study focused on personality super traits, parenting styles as correlates of psychosocial adjustment among undergraduates in Niger Delta Region because there is urgent need to investigate these variables as a result of the undergraduates involvement in some of the unaccepted behaviors of the society. Other variables considered as mediators and moderators include parents-child

relationship, peer group influence, gender, and age. The intervening variables are mass media, self esteem and culture and they are not to be investigated in this work because of time limit.

From the literature review, authors have researched on the above variables but enough work has not been done on personality super traits, parenting styles, and psychosocial adjustment. None of the available literature reviewed actually looked at the degree of relationship of these psychological variables. This showed that detailed work has not been carried out on this concept. To make up these lapses the researcher attempted to find out the degree of relationship of personality super traits, parenting styles and psychosocial adjustment among undergraduates in the Niger Delta Region.

Operational Definitions of Terms

Personality super traits: These are known as the Big Five Factors (variables) in personality traits or Five Factor Mode (FFM) or the Big Five Personality Traits. These variables include emotional stability, extraversion, openness, agreeableness and conscientiousness.

Personality: Personality is called the psyche, a concept used to describe all thought, feeling and behavior, both conscious and unconscious.

Parenting styles: Parenting styles are different styles and patterns parents employ to bring up their children. These are classified as authoritative, authoritarian, neglectful and indulgent parenting styles.

Psychosocial: This is the interpersonal interaction and relations which influence the individual's development and behaviors and the unfolding of the life spans periods of development.

Psychosocial adjustment: This is the continuous process whereby each individual maintains adequate psychological balance in disagreeable condition and inter-personal relationship using his latest potentiality for constructive change in personality. Psychosocial adjust has to do with the maneuvering of crises and conflicts posed in the different developmental stages of life span.

Theory: A theory is an unproved speculation about reality, one not known to be either true or false.

Accommodation: The tendency of the individual to accept other people's viewpoint or positions in interpersonal relations.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

The review of literature relevant to this study was carried out in this chapter under the following headings:

Conceptual framework of the study

Meaning of personality

Theories of personality

Concept of psychosocial adjustment

Relationship between personality super traits and psychosocial adjustment among the undergraduates

Meaning of Parenting Styles

Relationship between parenting styles and the psychosocial adjustment among the undergraduates

Mediator and moderator variables of peer group influence, parents- child relationship, gender, age, and psychosocial adjustment of undergraduates and

Appraisal of reviewed literature.

Conceptual Framework of the Study

This study is hinged on the personality super traits of Eysenck (1981) and psychosocial adjustment theory of Erickson (1968). For instance, Eysenck (1981) has revealed the personality super traits dimensions which include the emotional stability (neuroticism), extraversion, openness, agreeableness and conscientiousness and all these have effect on individual's developmental pattern. He believed that these dimensions might summarize the most important features of social landscape the human beings have had to adapt to. He also believed that parenting styles and social influence help to shape undergraduate's psychosocial adjustment.

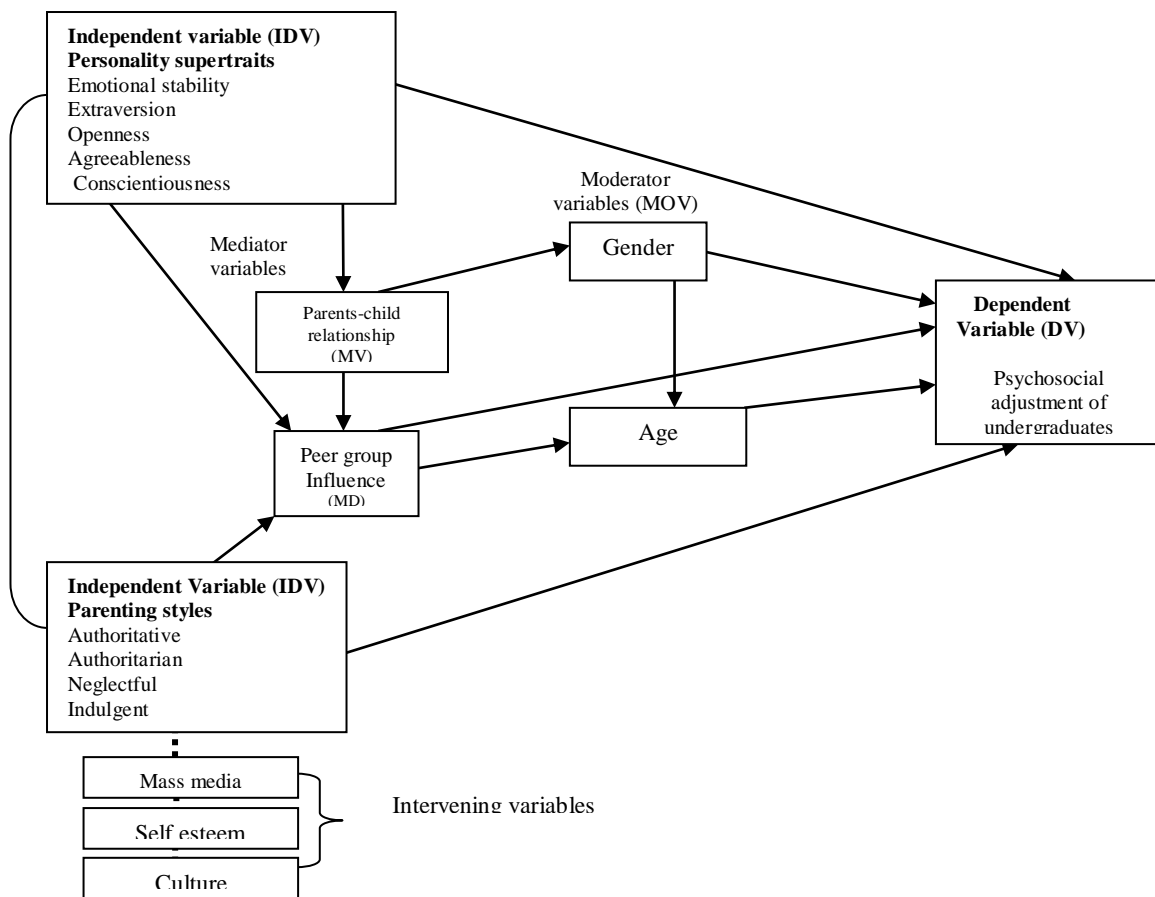
At adolescence period, undergraduates have challenges of psychosocial adjustment which entails trying to have good working relationship with every other person around them in spite of all human differences knowing fully well that they cannot live in isolation. Eysenck (1975) believed that individual variations in introversion-extroversion reflect differences in neuron-physiological

functioning. At this time the various personality super traits of the undergraduates are exhibited and failure to adjust to the acceptable behavioral pattern of the society by overcoming stress and crisis by using some defensive mechanism where necessary, the undergraduate finds himself in perpetual disagreement with others and ends up in despair and despondency. This is the main argument for seeking to determine the possible influence of personality super traits and parenting styles as predictors of undergraduates' psychosocial adjustment.

Erickson (1968) conceptualizes an eight stage life span of psychosocial development that extended from birth to old age, which incorporate the adolescents' (undergraduates') period and its developmental challenges. He believed that human personality develops through a series of biological and a pre-determined slips which under conditions of normal development move the individual (undergraduate) from a stage of complete self gratification and dependency to a stage of independent operation and mutual regulation with others in a social world (university environment). Individual passes through many important crises during process of infancy and childhood; ego continues to pass through developmental stages each with his own crisis in both adolescence and adult (undergraduate) facing some psychosocial adjustment. He holds that the psychosocial adjustment could be derived from the parenting styles and social context that fill with messages or social scripts that regulate most human behaviour. This indicates that undergraduates may try to adopt psychosocial adjustment scripts that deviate from their already acquired ideas from their parenting styles instructions (Erickson, 1965). It is important to certify how well the measures of composite values or indices of personality supertraits and parenting styles factors would truly influence undergraduates' psychosocial adjustment.

The behavioral learning theory suggests that the learning process is influenced by cumulative observation of crucial factors as one's perception is shaped by the impression and attitude formed in the early development of life. For example Bandura (1974) maintained that an individual has innate propensity for coping the behavior of others even when he receives no reward for doing so. Much learning takes place by imitation and modeling. This theory emphasized a potential influence of television and movies as well as parents, friends and other people in the model of psychosocial

adjustment. Interpersonal scripts refer to interaction with the social environment which includes peers, parents and others may have influence on the psychosocial adjustment of the undergraduates. This study therefore; conceptualizes a model as shown in figure 1.



Key: Stimulus - Organism – Environment – Response

S O E R

S = Stimulus = personality super traits, parenting styles.

O = Organism = gender, age

E = Environmental = parents – child relationship, peer group influence.

R = Response = undergraduates' psychosocial adjustment.

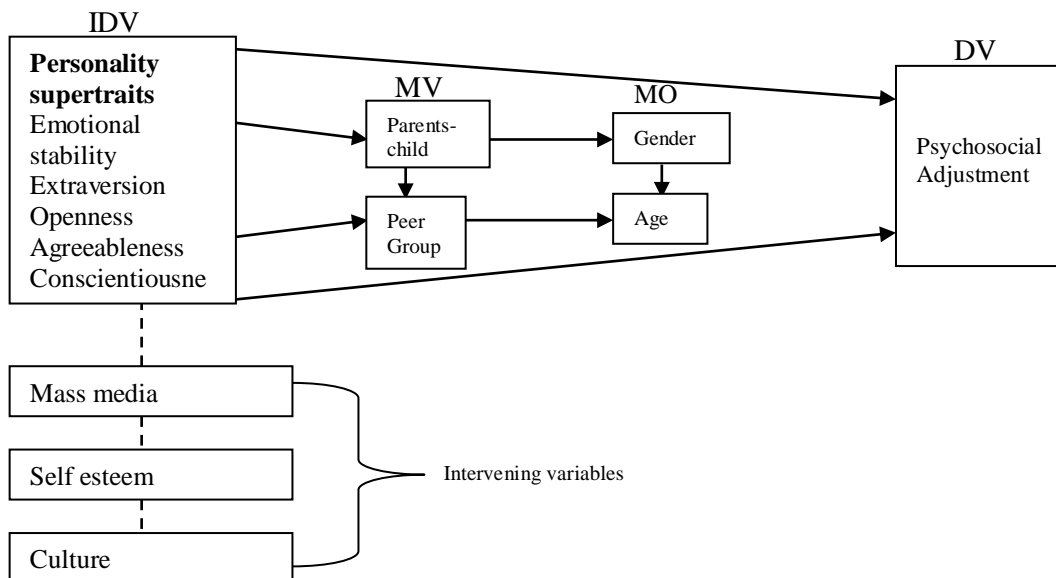
IDV = Independent variables

DV = Dependent variable

MOD = Moderator variables

MV = Mediator variables

..... = Intervening variables



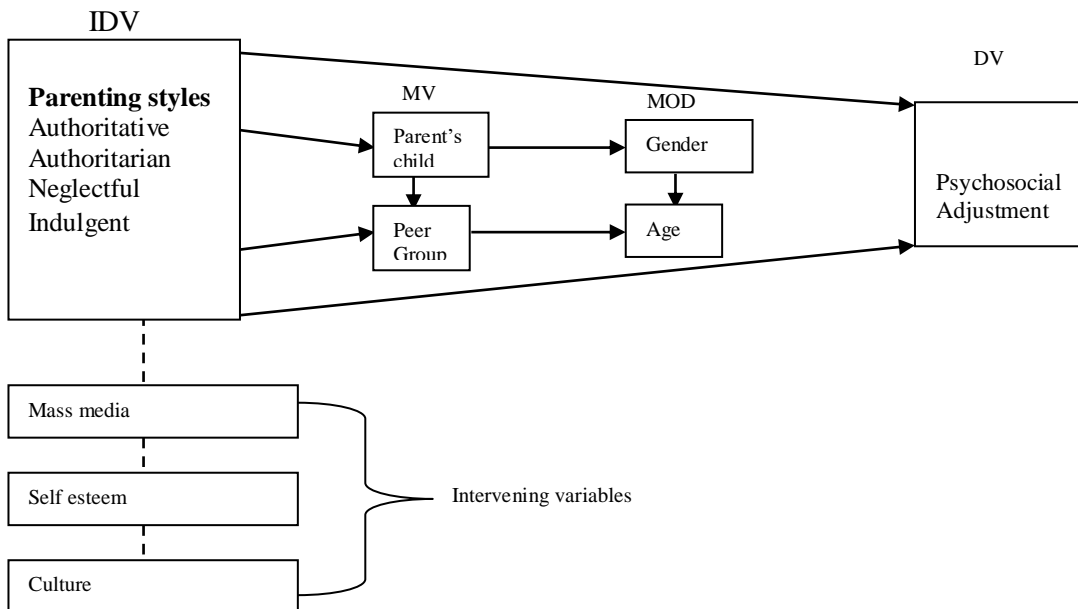


Fig. 1a, 1b, 1c. Conceptual model of the study

As shown in figure 1, the two major independent variables are personality, super traits and parenting styles factors while psychosocial adjustment is the dependent variable. Further effort is made in this study to determine the interactive influence of the moderating variables of age and gender on the undergraduate's psychosocial adjustment. The conceptual model also recognizes the possible mediating impact of the peer group influence and parents-child relationship. Also the intervening variables of mass media, self esteem and culture were identified. Also effort is made in this study to break down the two major independent variables of personality super traits and parenting styles into their various components. For example, personality super traits is a multi-level variable-A five-level variable these are emotional stability, extraversion, openness, agreeableness and conscientiousness while parenting styles variable is a four-level variable and they are authoritative parenting style, authoritarian, neglectful and indulgent parenting styles. On the basis of these interaction variables, the path structural models were estimated. This helped to bring out their various contributions to the undergraduates' psychosocial adjustment.

Meaning of Personality

Personality is a concept which no psychologist can give a unified or rather universally accepted definition of. Jung (1953) maintained that personality is called the psyche, a concept used to describe all thought, feeling and behavior, both conscious and unconscious. Jung sees a person as a whole, as an

original wholeness, and not an assemblage of parts each of which has been added through experience and learning. According to him, the effort of man is to preserve this wholeness; to the greatest degree of differentiation, coherence and harmony among others. Following the above definition, it means that any behavioral pattern displayed by the undergraduates could have been as a result of displaying the thoughts, feelings in them consciously or unconsciously. For them to maintain the 'original wholeness' in them they must try to adjust positively. Undergraduates should be encouraged to maintain and preserve this 'wholeness' to enable them be successful personalities in life.

Ansbacher and Ansbacher (1956) argues that an individual's personality is a dynamic unity, purposeful goal-oriented and must possess several co-operating and co-ordination aspect serving one sense of purpose. From the above definition, the use of the word dynamic shows that personality is made up of various traits which are closely interrelated. This quickly suggests that the effective use of these closely interrelated traits will determine the psychosocial adjustment of these undergraduates. From the above theory, it is obvious that students' personality develops in accordance with the opportunities that a particular society offers them including the parents, the entire home, peer group, the school itself and the entire society. In other words, student's developmental societal adjustment usually Represents compromise between inner needs and outer demands. The undergraduate's psychosocial adjustment depends sole on the inherent trait disposition and the requirements of the society around him.

Sullivan (1953) defines personality as a psychological construct with a more or less enduring pattern of recurrent interpersonal situations which characterize a man. To him, heredity and motivation are important in the forming and shaping of the individual but he sees societal or environmental factors as the must important determinants of personality. Undergraduates do not live in isolation but with students, people in the society and his total personality is the product of his interaction with significant people around him. Coincidentally, this study wants to find out the relatedness among some variables like the Personality Supertraits, Parenting Styles and Psychosocial Adjustment among undergraduates.

Durojaiye (1976) defines personality as the sum total of what a person really is. According to him, personality is being a particular person. In psychology, the field of personality is concerned not only with the total individual but also individual differences. From the definition, it means that some students who had adjusted positively and others who had adjusted negatively in the school system could have done so as a result of the individual differences in them.

Hjelle and Ziegler, (1992) explain that importance is placed on how the individual's self concept is molded both cognitively and emotionally by parental attitudes and behaviours during the formative years of life. They further maintained that the growth of personality is influenced by a host of external and internal determinants. Based on the above definition, if students' learning conditions change favorably or unfavorably, students personality traits such as self esteem, emotional disposition and temperament would equally change. For example, undergraduate's inner impulses to interact either in a soft or aggressive manners, kind or cruel manner would be greatly determined by the nature of prevailing conditions around him. It then means that undergraduates' psychosocial adjustment behavioral characteristics over the years could have been determined by their inherited deposited traits in them.

Theories of Personality

For more understanding of the theories of personality as it concerns this study, it is pertinent to discuss what theory is. Theory is defined as one which predicts new facts or direction, organizes and integrates known facts into meaningful framework. A theory is an unproved speculation about reality, one not known to be either true or false. According to Uba (1987), a theory is a set of models or conventions created by the theorists containing a cluster of relevant assumptions, systematically related to each other within a set of empirical definitions. Established facts are often lacking in scientific work and therefore, a theory offers guidelines that will be used in the absence of more precise information. Uba (1987) further explained that a theorist borrow and builds upon the idea of his predecessors, whereby the theorist is enabled to predict the future and explain the present and past by reference to the propositions contained within them. A good theory may be given many

objective experimental tests, and as a consequence, be supported, modified or rejected in the light of the results.

The Trait-Factor Theory of Personality

Trait theory states that personality consists of broad disposition called traits that tend to lead to characteristics responses. In other words, people can be described in terms of the basic ways they behave, such as whether they are outgoing and friendly or whether they are dominant and assertive (Santrock, 1977). People who have a strong tendency to behave in these traits in them are described as high on the traits; those who have a weak tendency to behave in these ways are described as low on the traits. Many authors have contributed to the theory of personality traits. Some of these proponents are: Allport (1937), Hjelle, and Ziegler (1981), Nwaogu (1987), Cattell (1960). While trait theorists sometimes differ on which traits make up personality, they all agree that traits are the fundamental building blocks of personality (Cloninger, 1996). This means that they all established that traits are the determinant of human behaviour. The works of these theorists include sources of traits, identification, types, measurement and their possible relevance to the individual's socio-personal, psychosocial educational and vocational adjustment in the society.

Allport (1937) defines personality as the dynamic organization within the individual's psycho-physical systems that determine his unique adjustment to his environment. From the above definition, personality is 'something' that exists in the individual and that human action are guided by specific traits and that genetic and environmental factors are important in influencing behavior. This means that there is a middle of line balance between constitutionalism and environmentalism in Allport's concept of human nature. This goes a long way to explain that genetic trait (heredity) and environmental factors including homes, parenting styles could affect human (undergraduate's) psychosocial adjustment. He emphasized that neither hereditary nor environmental alone could be responsible for the manifestation of human behaviour. As he maintained, these two forces have to work in concert to influence behaviour. However, one can moderate the effect of the other. For example, culture and social forces can modify temperament. He concluded by saying that every individual (undergraduate)

is dynamic and unique. This means that each student is a dynamic and peculiar organism that exhibits possibilities for growth and adaptation.

Growth and development are the result of the interaction of the influence of heredity, environment, maturation and learning. As Durojaiye (1976) puts it, these various growth making components, their interaction and the result of such interaction are of interest to teachers and all who are concerned with education. Whether a student is short or tall, pleasant or nasty, clever or dull, learns easily or with difficulty, whether he achieves academic success or not depends upon the interaction of these four factors and the general way in which they operate for that particular student. Durojaiye (1976) states that heredity refers to the transmission of potentialities of physical, mental and other characteristics from parents to off-springs at conception. It is the nature of the individual's make up as contained in the genes. Oladele (1987) sees heredity as the transmission of potentialities or traits of physical, mental and other characteristics from parents to off-springs (child) at conception and according to Onyehalu (1988), heredity involves the transmission of psychogenetic characteristics from one generation to another through the mechanism and process of reproduction.

From the above definitions one can deduce that heredity involves two organisms, the child and his parents. The parents may be immediate biological parents or from ancestral parents. These hereditary potentials mean certain inborn possibilities for development. Without structure there would be no behaviour; similarly, an environment is necessary before the behavioural propensity of any structure can be expressed. However, the relative importance of biological endowment and environmental influence upon the development of behaviour (what some educators call nature and nurture) has been a matter of argument and speculation since time immemorial (McGurk, 1975). According to Nwaogu (1987), trait is dynamic as much as they cause behavior to occur or underline behaviour. For example, one who possesses a trait does not wait for anyone to rouse it but takes an active part in its arousal. To have a friend, you need to be a friend. Using it as it applies to this study, an undergraduate who will have a friend among his co-students, must himself be a friend.

Uba (1987) ascertained that personality is both whole and complex and that an individual is a composite of two variables: his inherited traits-both physical and mental and environmental-both past and present. He also stated that human behaviour ranging from uncontrolled observations to scientific mental measurement show that personality is highly complex. There are differences within the individual (trait differences). From this definition, people have been described, and their behaviour explained in terms of enduring characteristics in them such as persistence, shyness, friendliness, kindness of hostile, aggressive, rigid etc. No wonder in the university, you see undergraduates displaying different behavioural patterns. Some could be identified as calm, gentle, respectful, intelligent, friendly, happy and shy while others are seen as hostile, repulsive, moody, unfriendly, bold etc. These behavioural characteristics could be as a result of enduring trait disposition in them and it could affect their academic goal positively or negatively.

Personality is a process of the individual's ways of life from birth to death. It is not a ready gift but an achievement and this achievement is a very difficult and a painful process. Personality has to do with organization of psychophysical elements which include habit, attitude, valued, beliefs etc. Our personality is shaped throughout live.

Dabrowski (1967) maintained that our inborn characteristics constitute the basis determining our potentials for inner growth. He appreciates Freudian view that it is the inner psychic milieu that the formative process takes place. The role of the inner psychic milieu is most significant in the accelerated development of psychically and more creative individuals. This means that our personality cannot be created or shaped by some external influence or process without our inner participation.

Dabrowski (1967) further opined that the most important period determining the shaping of personality is the period when an individual (undergraduate) tries his own inner traits (forces) against the outer environment. This is the period of 'conflicts' and 'crises', otherwise Ann Freud calls it 'war'. No wonder Kohlberg (1968) and Erikson (1968) believe that conflicts and crisis play an extremely important role in the development of personality. Okobiah & Okorodudu (2006) explained that an individual (undergraduate) normally operate within societies and whether one

likes it or not he is bound to relate and interact with others. No man is an island even if he is a hermit. Individuals who do not relate and interact well tend to have interpersonal problems with friends, colleagues, spouses and others. A healthy relationship helps to cushion or lessen the effects of certain problems. They further explained that several undergraduates have difficulties in coping with conflicts, crisis, problems or unusual situation around them. An undergraduate who cannot cope with the vicissitudes of life but strives to maintain a rigid lifestyle may have his problems compounded.

From the above analysis, it is clear that this period of conflict, crisis and war during the developmental stages and the pattern and manner of maneuvering these conflicts and crises in relation with other students depicts the psychosocial adjustment of the undergraduates. In line with the above, it could then mean that the psychosocial adjustment of undergraduates in the university all these years depended on their genetic inherited traits and environmental influences.

Behavioural Theories of Personality

Some of the proponents of behavioural theory are B.F. Skinner, Albert Bandura, Lavas and his Colleagues (1966), Hilgard and Bowen, (1975) and Aloa (1987). Skinner (1983) sees personality as a collection of behaviour patterns and establishment by the interaction between the person and his environment. From this perspective, personality development is the development of these behaviour patterns. Skinner therefore illustrated that the behaviour of an organism (student) can be predicted, controlled and explained on the principle of reinforcement. Skinner is more concerned with behavioral change, learning and modification of behaviour. His focus is operant, that is, emitted responses rather than elicited responses. Alao (1987) agreed with skinner by stating that reinforcement is any procedure, which changes operant strength -anything that tends to increase the frequency of an act when it follows closely on the act itself.

Skinnerian (behaviouristic) approach favours the use of reinforcement to accomplish the steps or goals identified to be reached by the undergraduate. This reinforcement approach could be employed with the Nigerian undergraduates by giving them reward of any type. For example, giving students bursary award, scholarship, faculty or departmental academic award, best behaved award, providing

good university library, well equipped computer and laboratory hall and many other good learning incentives will have positive impact. However, if by any reason rewards that are supposed to be given to students are withheld or frustrated, then students' psychosocial adjustment will not be good and this will have negative effect on their academic dreams.

To achieve peace and perfect learning environment which will enhance the accomplishment of the academic goals and aspirations identified to be reached, students should be reinforced. Skinner's operant reinforcement technique has been extensively applied in education through the development of teaching machines and programmed learning materials (Uba, 1987). Since changes occur as a result of changed perspectives supported by reinforcing methods people have been recognized and rewarded for displaying traits such as honesty in the society. In the same vain, more reinforcement approach can be used with Nigerian students to achieve the change in the undergraduates' atrocities that debar them from actualizing academic goals. There must be awards and recognitions of people, promoting and maintaining peace in the campus. The behaviorists concept of shaping, reinforcement, generalization, discrimination are used for encouraging students and punishment to eliminate self manipulative behaviors while extinction procedure should be utilized to eliminate other undesirable but less dangerous behaviours. These undergraduates are humans and they are having these good and undesirable traits in them, and it is believed that these unwanted behaviors can be eliminated or erased completely if these psychological techniques are properly employed.

The behaviourist oriented clinician in an effort to determine the functional relationships between environmental reinforcement and abnormal behaviours will rely on such techniques as behavioural observation and self-report to identify maladaptive learned patterns. From the above explanations, it is necessary for the parents and university authority to carry out psychosocial assessment of the undergraduates to enable them have realistic picture of the students in interaction with their environment, their personality make up and present level of functioning. With the knowledge of all these, the clinician would be able to assist these undergraduates adjust their

maladaptive behaviour. This strategy will make students to be orderly, show positive attitude to learning, show patriotism and avoid hooliganism in the campus.

Bandura, Richard Walters, and Mischel are proponents of social learning theory otherwise known as observational learning theory. Bandura was much influenced by the behaviorists. Bandura (1977) agrees with skinner that behaviour in its normal as well as abnormal manifestation is learned. Meanwhile, he differs from skinner and other behaviorists. According to him an individual has innate propensity for copying the behavior of others even when he receives no reward for doing so. Much learning takes place by imitation or modeling. Looking at the above definition, it could be that most of the behaviour patterns both good and bad including walking-steps displayed in the campus were imitated by students among themselves, from parents and their peer group. As Bandura, (1977b) has pointed out:

“Learning would be exceedingly laborious not to mention hazardous if people had to rely solely on the effect of their own action to inform them what to do. Fortunately, most human behaviour is learned observationally through modeling: From observing others, one forms an idea of how new behaviors are performed, and on later occasions this coded information serves as a guide for action. Because people can learn from example what to do, at least in approximate form, before performing any behaviour, they are spared error (p22)”.

The change in behaviours occurs within a given context or surrounding. Formal learning environment is institutionalized. According to Nwadiani (1992), instructional programme and learning strategies are organized within the four walls of the school system. Learning occurs whenever one adopts new or modifies existing behaviour patterns in a way which has some influence on future performance or attitudes. Learning extends far beyond the context of the class room. Bandura (1986, 1994) believes that our learning occurs by observing what others do. This means that through observational learning we form ideas about the behaviour of others and then possibly adopt this behaviour ourselves. For example a young undergraduate may observe his father’s aggressive outbursts and hostile exchanges with people, when the student is with his peers in

the university; he interacts in highly aggressive way showing the same characteristics as his father's behaviour.

According to Bandura (1977), both people (undergraduates) and their environment are reciprocal determinants of each other. He has demonstrated that a student is more apt to imitate an adult model's response when the adult him self is being reinforced for that response. This means that the undergraduates who observe an adult being praised for a setting action is more likely to respond in the same way than a student who views the action but not the subsequent reinforcement. This is vicarious learning because the learner is not the one being reinforced, but mere witnessing the reinforcement. Let us take an example; Nigerian leaders have often modeled the wrong behaviour particularly where values are concerned. A head of state, governor of a state or a boss in any organization, who embezzles, gets away with it and becomes affluent and honoured, will not expect his subordinates or students to be angels. Another example is seen with Nigeria man and woman who are engaged in robbing, drug trafficking, and ritual killing, the society accredited them as successful because of their material possession. Nobody queried where the money came from and they have managed to get away with this acts.

Adamolekun (1984) explained that modeling desirable behaviour must start from home. Nigeria children have often been exposed to wrong models. For example an undergraduate who sees his parents fight physically or with words to resolve problems cannot think of other alternatives to solving problems than aggression and violence in the campus. Students learn from television and parents must regulate what their children watch on television and the type of peers they interact with. Bandura (1974) has been greatly concerned about the "wrong" models the American culture provided to children, particularly the models that are regular on television. From the above theories, it could be that the negative behaviour patterns carried out by the undergraduates in the past years were as a result of the "wrong" models copied from the society around them.

Humanistic Theory

Carl Rogers, Abraham Maslow and others propounded the Humanistic theory. Maslow sees an individual as an integrated whole organism whose activities are largely goal-oriented. Carl

Rogers (1947) has firm belief in man's capacity to use his free will creativity and effectively to develop his potentials especially when given favourable conditions. Schultz (1981) emphasized on Maslow's forward-looking disposition and optimism about human nature in his work. Maslow's hierarchy of human needs identified seven very potent needs of man according to their order of importance and coming first is physiological needs (basic needs) followed by safety needs to self-esteem needs and finally self-actualization needs (Maslow 1970). Undergraduates could be motivated to develop self-esteem if only their basic needs are met. It then means that undergraduate's basic needs should be satisfied in order to attain self esteem which is bedrock for comportment and self actualization (academic realization) after the gratification of physical needs and safety needs.

According to Onyehalu (1973), 'love' need is manifested in people generally. When these students' needs are obstructed and thwarted, adverse psychological reactions or pathological behaviours (maladjustment) could result and will negatively affect academic outcome. This is where motivation comes in to enable them adjust positively. Carl Rogers, a pioneer in the development of the humanistic perspective theory has self -concept as a central theme in his work. According to Rogers (1961), self concept refers to individuals' overall perceptions of their abilities, behaviours and personality. In Rogers view, a person who has a poor self concept is likely to think, feel and act negatively. Soren Kierkegaard, as cited by Rogers, said that the most common despair of the individual is choosing not to be or be unwilling to be him self. The deepest despair is seen as being other than oneself (Rogers, 1961). It could be that those students who were despaired in the university system had poor self -concept, thought, felt and acted negatively about themselves.

According to Chauhan (1985), Awanbor (1997), the denial of these basic needs will lead to students' depression, frustration, repulsiveness, emotional disorder, weakness and exhaustion. From the principle of the humanistic theory, students' psychosocial adjustment under the denial and frustration of basic needs might be less positive and have dissatisfactory outcome. The factors that tend to result in a favourable environment are educational programmes, materials and procedures designed to meet the needs of each student, good student relations, competent and understanding

teachers and staff who are genuinely interested in helping all students regardless of their limitations; and fellow students who are friendly and cooperative.

Interpersonal Theory

Sullivan is one of the proponents of interpersonal theory. His main idea of the theory of personality is the concept of the self and the development of anxiety. Sullivan (1953) opined that a person's concept of himself came from reflected appraisals of other persons. The self concept refers to the collection of attitude and beliefs we hold about ourselves. Sullivan further stated that the school, home and society as a whole suppose to produce people who have positive and desirable self – concepts because such people are at peace with themselves. For example, if an undergraduate's relationship with parents, teachers, relations and friends are pleasant to him, he will have positive feelings about himself. If however such significant order are hostile, rejecting and tense, the individual will have negative feeling about himself. A person's view of himself (self concept) is related to how he thinks significant order view him.

Sullivan maintained that when a student lives home for school, he now shifts emphasis from me to we. This emphasis is very useful in the formation of interpersonal intimacy and adjustment. This means that the student intimates himself with other students; the concept of accommodation sets in. Accommodation here is the tendency of the undergraduate to accept other people's viewpoint or positions in interpersonal relations. This simply means, having a positive psychosocial adjustment which will enhance learning and eventually academic success, but when this is lacking, the result is aggression and frustration which may lead to academic failure and rustication.

According to Sullivan, a person's state at any given moment is a function of the interpersonal relation he has had from birth and that is the foundation of his existence. Sullivan further explained that the self -system originates from one's experience with anxiety. Anxiety develops from social interaction. The individual continually tries to reduce anxiety which is societal in origin. The undergraduate does this by approving certain behaviors patterns that he derives satisfaction from and which also meet societal approval (the good-me), suppressing some behaviors which are threatening to the self (the bad-me) and eliminating those that are totally

intolerable (the not -me). Kagitcibas, 1995, agreed that “individualism” involves self giving priority to personal goals rather than to group goals; it emphasizes values that serve the self such as feeling good, personal distinction and independence. Examples are self actualization, self awareness, self concept, self efficacy, self-reinforcement, self criticism, self-serving, selfishness and self-doubt.

Self esteem is the evaluative and affective dimension of self-concept. Self esteem is also referred to as self worth or self-image. Harter and Marold (1992) have found that low-self -esteem is implicated in low achievement, depression and many other adjustment difficulties. Such undergraduates are withdrawn from their mates and enveloped with inferiority complex and such student in classroom situation feels he is ‘never do well’ individual and this eventually affects his academic pursuit. Students with low self-esteem tend to focus on their weakness rather than their strengths. High self-concept undergraduates feel less anxious, hold more positive academic self-images, see themselves getting on better with class mates in terms of social interactions, and feel that teacher is more concerned about them than undergraduates with low self-concepts. (Baron, Byrnie 2003).

Erickson Theory of Psychosocial Adjustment

Erickson (1968) conceptualizes an eight stage life span of psychosocial development that extended from birth to old age, which incorporate the adolescents’ (undergraduates’) period and it’s developmental challenges. He believed that human personality develops through a series of biological and a pre-determined slips which under conditions of normal development move the individual (undergraduate) from a stage of complete self gratification and dependency to a stage of independent operation and mutual regulation with others in a social world (university environment). Individual passes through many important crises during process of infancy and childhood; ego continues to pass through developmental stages each with his own crisis in both adolescence and adult (undergraduate) facing some psychosocial adjustment (Erickson, 1964). He holds that the psychosocial adjustment could be derived from the parenting styles and social context that fill with messages or social scripts that regulate most human behaviour. This indicates that undergraduates may

try to adopt psychosocial adjustment scripts that deviate from their already acquired ideas from their parenting styles instructions (Erickson, 1965).

According to Erikson (1968) in his theory, the unfolding of the life span's periods of development is influenced by the interplay of biological, cognitive and socio emotional processes. The changes in development are as a result of these three processes. As individuals grow and develop, they are socialized by others like parents, siblings, peers, teachers and significant order. Their small world widens as they discover new refuges and new challenges which affect how these individuals develop socially. Erikson in his theory of social-emotional development argues that we develop in psychosocial stages and that an individual undergoes developmental changes throughout the life span. In Erikson's view, everyone must pass through eight stages of development on the way to maturity and wisdom. The first four of these stages occur in childhood, the last four in adolescence and adulthood. Each stage is precipitated by a "crisis" that requires a person to grapple with a unique developmental task. For Erikson, this crisis is not a catastrophe, but a turning point of increased vulnerability or enhanced potential. The more successfully a person resolves the crisis, the more complete a human being he will become. These stages are:

1. **Infancy: 1 year: Trust versus mistrust**, trust in infancy sets the stage of a life-long expectation that the world will be a good and pleasant place to live.
2. **Infancy: 2 years: Autonomy versus shame and doubt**, after developing trust, infants begin to discover that their behaviours are their own and they start to assert their sense of independence or autonomy. Any attempt to restrain or punish them harshly, they develop a sense of shame and doubt.
3. **Early Childhood 2-6 years: Initiative versus guilt preschool years, 3-5 years:** Developing a sense of responsibility, increases initiative. Uncomfortable guilt feelings may arise, if the child is irresponsible and is made to feel too anxious.
4. **Middle and Late childhood: 6-12 years: Industry versus inferiority, elementary school years**, with their expansive imaginations, children at this stage are thirsty to learn. The danger in this period is the sense of inferiority complex-feeling incompetent and inadequate.

5. **Adolescence: 12-18: Identity versus role:** Confusion
6. **Early Adulthood: 18-22: Intimacy versus isolation,** Intimacy is the ability to develop close, loving relationships. Intimacy helps us to form our identity because in Erikson's words "we are what we love". If intimacy does not develop, a deep sense of isolation and impersonal feelings overcome the individual.
7. **Middle Adulthood: 22-25 years: Generativity versus stagnation:** Here, adults need to assist the younger generation (your children and other people's children) in living useful lives. The positive side of this stage (generativity) reflects an ability to positively shape the next generation. The negative side (stagnation) leaves the individual with a feeling of having done nothing for the next generation.
8. **Late Adulthood: 50 years and above integrity versus despair:** This is a period of recounting all you have achieved on earth. A period of reflecting back on your successes and failures and you find yourself living in integrity or in despair.

According to Erickson (1965) the ego psychologists is interested in knowing the processes by which a sense of self develops and how the self adjusts to various social experiences throughout the course of a life time. According to Freud (1966a) the id is demanding, impulsive, blind, irrational, asocial, selfish, narcissistic, and omnipotent and pleasure loving. Id is the seat of all drives and instincts which focus primarily on alleviation of hunger, always seeking pleasure and avoiding pain, self- preservation, and constantly seeking to reduce tension that always emanate from its perennial crave for need gratification. Corey (1982) called the id "the spoiled brat of personality"

Concept of Psychosocial Adjustment

Adjustment is one of the items that psychologists have found difficult to give generally acceptable definition. Until recently, the opinion of what normal adjustment is included; happiness, maturity, naturalness following God's will and feeling whole (Powell, 1983). The above views about adjustment are fraught with problems, as Powell (1983) puts it;

“Happiness is transient because sorrow indicates all of our lives from time to time. Maturity is synonymous with ripeness, and does not take into account the realities of continuing growth. The simple life has its problems too. Many of us have significantly; different understanding of God's will. Finally, with those who feel whole exempt from normal those of us who are sure we are flawed?”

Normal adjustment according to Powell is the capacity to find satisfaction from the balance of work, love and play in the presence of high level response to stress. Adjustment is to harmonize; it means being in harmony, and to make correspondent. Adjustment is the act of living in harmony; to settle to a system.

Love is special type of relationship with another person. It is characterized by feeling of warm, affectionate, desire and attachment. Loving is an active process and Love is an act of giving and not receiving. It also includes relationship, social interactions, friendship, idealistic love, and romantic love. Undergraduates with the highest level of adjustment in their lives have been found to be those who balance their academic lives with satisfying loving relationship and recreational activities (Powell, 1983). This suggests that love is the most important factor that influenced undergraduate's adjustment. No wonder it is said that love cures all. Menninger (1967) sums it up when he said that the establishment of relationship with fellow human being is the basic activity of normal life. It is love that lays the ground work for the ability to work, read, play and interact well with others. The process of existence and living involves interaction with others in the environment and most often such interactions are beseeched with conflicts, difficulties and challenges. Invariably, stress does occur sometimes and individuals are able to cope successfully with their problems and at other times, escape or deny them and sometimes become despondent or exhibiting other forms of reactions. Adjustment thereby may be defined as the process of satisfying one's needs.

Over the years, the concept of adjustment has been a necessary strategy that enhances the survival of living things in any given environment and situations. The term adjustment is often used as a synonym for accommodation and adaptation. Adjustment is what everybody needs to cope with life. There is no perfect individual, but adjustment makes the difference for excellence among individuals. Only an adjusted person can be happy, hopeful and be productive in whatever

environment he finds himself. (Animasahun, 2003). Adjustment connotes behaviours that enable a person to get along and be comfortable in his particular social settings; hence such behaviour as nervousness, depression or withdrawing from the society as questions of adjustment. Adjustment is a function of adaptation to new circumstances, a new environment or a new condition.

According to Coleman (1998), psychoanalytic, behaviouristic, humanistic and interpersonal theories represent distinct and sometimes conflicting orientations but in many ways complementary because they all talk about the psychosocial adjustment of an individual. Freud identifies five stages of psychosexual development and suggested that the adult personality was largely a function of experience during infancy and early childhood. Uba (1987) agrees with the ideas of the classical psychoanalysis which explains human behaviours as a function of internal conflicts between the id, ego and superego. The ego psychologists extend this idea suggesting that in addition to conflicts within the psychic apparatus, human behaviour is also affected by the external social world and by the interaction between this social world and the psychic apparatus itself. The ego mediates between id and the superego during intra - psychic conflicts and also mediates the psychic, biological and social experience of the individual (undergraduate).

To understand the concept of psychosocial behaviour or adjustment of the undergraduate, which has to do with maneuvering of crises and conflicts posed in different developmental stages of life span, it is necessary to understand what development is and the periods of development. According to Santrocks (1977), development is the pattern of movement or change that begins at conception and continues throughout the life span. This development changes take place in specific periods. The most widely used classification of developmental periods involves the following sequence: prenatal period, infancy, early childhood, middle and late childhood, adolescence, and early, middle and late adulthood.

As Collins and Collran (1991) put it, intimate relationship among students is an arrangement of power, privileges, and conflicts as well as of love and stability. When there is any shift in the balance of emotional, economic as well as social interactions, the relationship is disturbed and adjustment is called for to bring it back to equilibrium state. Psychosocial adjustment is a continuous

process whereby each student maintains adequate psychological balance in disagreeable condition and inter - personal relationship using his latest potentiality for constructive change in personality. It is the conscious recognition of the need to work at building a successful relationship with others by resolving specific crises that the ego faces at each stage, failure to recognize this necessity has resulted in failure in psychosocial adjustment.

Ego is the seat of rational thought. It mediates between the id and realities of the world, and the demands of the superego. Ego operates in the reality principle and attempts to hold the discharge of energy until there is an appropriate object in the external world to satisfy the need. Ego is the executive that regulates the personality. If the drive is viewed with displeasure, it is subject to modification, criticism and outright rejection by ego. Ann Freud refers to this as a period of “war”. The id impulses fight entry into the ego, hoping to overthrow it by a “surprise attack” - “period of crises”. The Ego counter -attacks and tries to invade the id’s territory. The job of the ego (theoretically) is how to satisfy id impulses within the limits of society and without violating the superego rules. To accomplish the latter, the ‘defensive process’ occurs, which minimizes guilt. Anne Freud, (1966) indicated that no longer do we see an undistorted id impulse but an id impulse modified by some defensive measure on the part of the ego. Superego represents what is ideal within function. The function of the super ego is essentially that of “conscience” which approves or disapproves of our behaviours or wishes, critically observes the self, administers self punishment, demands repentance for wrongdoing, and rewards the self with self praise and self love.

According to Freud, (1966a) the desires of the id are powerful forces that must be expressed in some ways. Anxiety is a state of uncomfortable tension which the person is motivated to reduce. Anxiety develops out of a conflict between the id, ego and superego over control of available psychic energy. When ego cannot control anxiety by rational or direct method, it then relies on the unrealistic ones - namely ego defense behaviours. Ego mechanisms help the individual cope with anxiety and defend the wounded ego. Defenses or self deceptions consist of special kinds of effort to cope with the psychological stress that arises from conflicts between important demands. This is done without having to continue to face problems that are too difficult to cope with.

Defenses may contribute to satisfactory adjustment by providing a protective armor while we are learning more mature and realistic ways of studying our problems. When we no longer need the defenses, their importance fades, and we increasingly face our problem according to the demands of the total situation. Defense mechanisms are generally used in clusters, rarely singly or even in pairs. Conflicts bring about anxiety and the anxious undergraduate tries to reduce his anxiety sometimes through the use of defense mechanisms. To overcome conflicts, crisis, anxiety, and to be positively adjusted psychosocially, the undergraduates should be properly guided. Counsellors should use all the knowledge at their disposal to assist the undergraduates to overcome their crisis

Freud further explained that defense mechanism is the defensive adjustment which occurs primarily without the organism's conscious control or awareness. According to him, defensive mechanisms are aimed chiefly at protecting the self from hurt and disorganization. When used in moderation or on a temporary basis, defensive mechanisms are not necessarily unhealthy. They probably enable most people to live comfortable lives. We should not let defensive mechanisms dominate our behaviours and prevent us from facing lives demand and realities.

According to Okorodudu (2011), the question of undergraduate's personality stability is a *sin-qua-non* to the success of effective and efficient psychosocial adjustment among university undergraduates. According to him, for the undergraduate's personality to be stable, he needs to develop healthy defense ego mechanism. He must not use any ego personality defense mechanism excessively so that he does not lose touch with reality. The undergraduate must be well adjusted for him to be able to cope with other undergraduates with diverse personality and psychological difficulties. The undergraduate must not only have knowledge of ego defense mechanism but must also have the level of consciousness of their potentials as crucial sources in their own behaviour so as to develop skills for their effective usage or application for the promotion of appropriate behaviour manifestation.

The following are some of these ego defense mechanisms: repression, denial, rationalization, projection, compensation, sublimation, identification, withdrawal, regression, conversion, fixation, displacement, reaction formation, and provocative behaviour. All these defense mechanisms when

appropriately put into use as instruments of personal adjustment the undergraduate would definitely have a more stable personality development for his interpersonal interaction with other undergraduates in his environment (university campus).

From the above, the undergraduates should be made to understand that life is full of conflicts which can be managed by applying defensive mechanisms appropriately. With such knowledge, they can easily cope with crises, manage the barriers and have positive psychosocial adjustment in such a way as to be able to accomplish chosen goals (academic realization).

All counsellors, regardless of specific certification or licensure, are expected to engage in continuing education to improve on and update their practice. Continuing education workshops and seminars are effective means of exposing counsellors to issues that may not have been addressed within the formal program due to time, interests, or relevance to all students. It becomes the ethical responsibility of practicing counsellors to themselves seek continuing education opportunities specifically addressing issues in individual, marriage and family counselling (Carlson, 2004). Counsellors working in mental health agencies, university setting, and schools must be prepared to provide various types of counselling, including individuals, (undergraduates), group, couples, family, mental health, and substance abuse (Janson and Steigerwald, 2002). There is benefit then to all universities to include issues in individual and family counselling across the curriculum.

Undergraduates should be given psychosocial skills training to enable them have effective interpersonal behaviour with others which will eventually aid the actualization of desired goal. According to Robert (2010), the psychosocial skill training (PSST) modality was developed in several stages. Exploratory study of psychosocial problem of schizophrenia patients, carried out at the national institute of psychiatry in Mexico City, demonstrated the existence and persistence of deficient in interpersonal behaviour that were interfering with patients achieving their personal goals (Valencia, Rascon, & Ortega, (2001). The outcome of the several stages of the skill training (PSST) modality were listed out for different relations; for example, skills for social relations are: active listening, initiating conversation, maintaining conversations, and terminating conversations, integrating all the previous skills. The above skills are also adopted for family relations.

Also, in another skill training development, thirty patients with schizophrenia, their ten relatives, and eight mental health professionals (two psychiatrists, two clinical psychologists, two psychiatric social workers and two psychiatric nurses) participated in a focus group to identify the psychosocial problems they viewed as obstacles to a better quality of life. A consensus was reached indicating that the following skills that were deficient in most persons with schizophrenia were important for independent and community functioning.

According to Okobiah & Okorodudu (2006), training acquired by the professional counsellors in the universities which include courses in psychology such as educational psychology, developmental psychology, child and adolescent psychology, theories of personalities , psychotherapy and behaviors modification will provide an understanding of psychological foundations of guidance and counselling which will enable these counsellors assist the undergraduates to overcome their psychosocial adjustment challenges. Opportunity should be created by these counsellors to enable the undergraduates open up and talk about their problem to the counsellors. Okorodudu et al (1989) opined that in every psychological therapy “Talking” plays a most important function in the process of proffering solution .Talking is a clarifying process which creates room for clarification of issues. They explained that talking helps people (undergraduates) to define what they think .This means talking provides the good opportunity to bring ideas into sharper focus. It is a forum to point out possible dangers in every line of thought. This means that the counsellors in the universities should provide forum to engage the undergraduates in the working out their challenges.

Relationship between Personality Supertraits and Psychosocial Adjustment among Undergraduates in the university system

The qualities of individuals (undergraduates’) personality supertraits are the personal characteristics which will speak volume in their academic achievement in the university system. The personality supertraits of the individuals are the components of these personal characteristics. The stability or instability of personality supertraits among undergraduates could determine the

interpersonal interactions and relationship among themselves which will in turn affect their academic performance.

According to Santrock (1977), extraversion in individuals consists of being sociable, fun - loving, and affectionate but students of the contrary are retiring, sober, reserved. Eysenck (1965) maintained that an extrovert is sociable, likes parties, has many friends, needs to have people to talk to, and do not like studying by him. He craves excitement, takes chances, often sticks his neck out, acts on the spur of the moment, and is generally an impulsive individual. The extraversion traits quality constitute part of generalized characteristic of undergraduates which Allport believed to be central traits "building blocks" of students' personality. It is described as "building blocks" of personality because it is responsible for making individual student to be attractive, sociable, fun loving, affectionate, active, optimistic, attentive or energetic etc. In contrast to these characteristics, the introverted person tends to be the quiet, introspective, reserved and reflective.

According to Peterson (1988), there is a controversial question on trait situation interaction among individuals (undergraduates). The question is, who is happier, an introvert or an extrovert? This means that undergraduates' interpersonal relationship (psychosocial adjustment) among themselves depends on extroversion and introversion disposition which are part of the central traits already existing in the person and this will eventually determine his academic achievement positively or negatively. According to the concept of trait - situation interaction, we have to know the nature of the situation in which the introvert and extrovert are behaving. At a party, the extrovert probably will be happier than the introvert, at a library, the introvert probably will be happier than the extrovert. Eysenck (1975) suggests that individual variations in introversion - extroversion reflect differences in neurophysiologic functioning; he maintained that introverts are more easily aroused by events and easily learn social prohibitions than extroverts. Simply put; undergraduates who are introverts are more restrained and inhibited. Introverts are more influenced by punishments in learning whereas extroverts are more influenced by rewards. He also found that individual difference along this dimension have both hereditary and environment origins.

Highly socially anxious participants retrospectively report experiencing more negative affect following a social interaction than their less socially anxious counterparts as well as more negative self-related thoughts (Bruch, 2001). According to Kitayama, Kashy, Diederik, Stapel, (2011), the evidence regarding the relationship between social anxiety and physiological responses is mixed. In the current studies, they sought to clarify the characterization of trait social anxiety by further testing its physiological component during social interaction. For example, Heart rate (HR) and Blood pressure (BP) – sensitive in part of systematic activation have been commonly assessed in the investigation of social anxiety (Brownley, Hurwitz, and Schneiderman, 2000). It was further found that social phobia interacted with gender: socially, phobic women exhibited exaggerated HR and BP (as well as cardiac output) relative to non-phobic women, but no differences emerged among men.

According to Santrocks (1977), undergraduates with openness are imaginative, they prefer variety and they are independent and on the contrary students without openness are practical, believe in routine work and are always conforming. Santrocks further explained that agreeableness in persons consists of being softhearted, trusting and helpful. Students without agreeableness traits are ruthless; suspicious; uncooperative. Undergraduates with conscientiousness traits are organized, careful and disciplined and those without the traits are disorganized, careless and impulsive. The above attributes make individuals constitution. This means that for an undergraduate to adjust well with other colleagues, he needs to possess the above positive attributes. Those with the negative attributes may end up frustrated in the university and miss their academic goal. This means that undergraduates' attitude to academic work, (whether positive or negative), interest (good or bad), emotional dispositions (love or hatred, happiness, or unhappiness, friendliness or unfriendliness etc.) are highly predetermined by the traits. From the above theories, it then means that the undergraduates with positive attributes will have positive psychosocial adjustment and will be more committed to their academics.

These authors (Costa & McRae, 1995, Hogan, 1987, Buss 1989, 1995, Symons 1979, Santrock, 1977) concluded that in comparison to the less - well adjusted student, the well adjusted

students have better psychosocial adjustment, more self controlled- emotionally stable, more self confident, more trusting and helpful, careful, disciplined and organized. According to Santrock (1977), it is necessary for government, parents and other significant order to promote undergraduates' personality traits such as emotional stability, extraversion, openness, agreeableness, conscientiousness, outgoing, intelligence etc. This will help the students to make adequate psychosocial adjustment in life.

Emotional stability which is one of the personality supertraits has been discussed by many theorists. Derville (1977) described emotion as feelings such as love, hate, joy, sorrow, fear, hope, happiness, depression, amusement etc. Emotion is a pleasurable or painful condition of the mind which may accompany our sensations, memories or judgments of events in our environment The concept of emotion as the stirred –up state of an organism or an excited state. Emotion is a complex state of arousal, usually marked by a heightened state of internal feelings. Emotions is a complex response patterns that are characterized by arousal, physiological changes and feelings. Santrock (1977) defines emotion as feeling or affect that involves a mixture of physiological arousal (a fast heartbeat; for example), conscious experience (thinking about being in love with someone, for example) and overt behaviours (a smile or grimace, for example).

Plutchik (1980) explained that there are positive or negative emotions. According to him, emotional stability enhances undergraduate's self esteem; negative emotions lower his self -esteem; emotional stability improves undergraduate's relationship with others while negative emotions depress the quality of those relationships. According to Cornelius (1996), a cognitive theorist of emotion, said that emotion always has a cognitive component. Thinking is said to be responsible for the student's feelings of love and hatred, joy and happiness. Okorodudu, (1999) opined that emotions are usually more intense responses than ordinary feelings because they involve the entire system of the organism. (Duroajaiye, 1976 and Okorodudu, 1994b) agreed that some of these intense responses of students may be due to changes in their physiological and psycho-social environmental features. This means that the undergraduate's positive, joyful or aggressive response to issues depends on the environmental stimuli and interaction he gives to it.

Close friends differed most noticeably from acquaintances in decoding the partner's negative emotions of sadness and anger among the various emotions. In decoding the partner's happy expressions, both groups showed a similarly early plateau, ending in high accuracy, which is consistent with the happy face advantage reported in literature (Beaupre & Hess, 2006).

In fact, expressing negative emotions appropriate to the situation in close relationships has been found to promote intimacy because it signals trust and elicits responsiveness from the partner (Graham, Huang, Clark, & Helgeson, 2008). In relationship between mother and child, Arora, McJunkin, Wehrer, and Kuhn (2000) reported that the most common reasons why mothers chose breastfeeding included benefits to the infant's health, naturalness, and emotional bonding with the infants.

From the above definitions, the concept of undergraduates' emotion could be explained as outward expression of their inner feelings which were aroused or triggered by their own behaviours or that of the external forces including other students, parents, lecturers, counsellors and other personnels within the university system. These authors Plutchik (1980); & Derville (1977) agreed that emotionally stable undergraduates have capability of facing reality of life, maintain warmth, calmness (Higher ego Strength), feel secured, self satisfied, show evidence of happiness, less signs of depression and show maturity of attitude by being able to resolve successfully specific crises that they face at each stage and such students are well adjusted in their interpersonal relationship with colleagues and other people.

Bolarin (1996) indicated that frustration emerges due to a person's inability to realize his goal. A student shows happiness or sadness according to his reactions towards his external environment. This shows that students may react to situations violently or peacefully, positively or negatively on the basis of the environmental stimuli and the interpretation he gives to it. The psychosocial adjustment of the undergraduate with positive affect can conveniently achieve his academic goal, all things being equal. A student that enters university has a goal setting and it is this goal setting that produces action (Locke & Latham, 1990). Goals help us reach our dreams,

provide the focus needed for success, provide the basis for self- discipline, and maintain our interest (Emmons & Kaiser, 1995).

Meaning of Parenting Styles

Parents are the supposed custodians of the children. They are in the best position to direct and guide their children against all eventualities. According to Odebunmi (2007), a major causal factor of negative children's upbringing and improper parenting has been traced to the absence of proper rules and regulations for the children to follow. Parenting styles are different styles and patterns parents employ to bring up their children. Baumrind (1971, 1991) classified parenting styles as authoritarian, authoritative, neglectful and indulgent. Odebunmi, (2007) has indicated that parenting styles influence the way undergraduate interact with others. Baumrind (1971, 1991) believes that authoritative parenting style is the best parenting strategy. Authoritative parenting encourages children to be independent but still places limits and controls on their behaviours. Expensive verbal give - and - take is allowed and parents are warm and nurturing towards the child. Undergraduates whose-parents are authoritative tend to be socially competent, self- reliant and socially responsible and they make positive impact in the academic or university system. They have a focus and always aim at achieving it.

Authoritarian parenting according to Santrock (1977), is a restrictive, punitive style that exhorts the child to follow the parent's directions and to respect work and effort. For example, "you do it my own way or else..., there will be no discussion" According to Baumrind (1971, 1991), children of authoritarian parents often are anxious about social comparison. They are not sure of themselves because they have no self confidence; no self esteem, as such can not initiate activity. Because they lack communication skill, they are deficient in their interpersonal relationship with other students.

Santrock (1977) opined that neglectful parenting style is much uninvolved in their children's life; this style is associated with the child's social incompetence and does not handle independence well and lacks self- control. Parents who use an indulgent style are highly involved with their undergraduates but place few demands or controls on them. Indulgent parenting is

associated with children's social incompetence especially lack of self-control. Such parents let their children do what they want, and the result is that the children never learn respect for others and have difficulty controlling their own behaviours and always expect to get their way. Some parents deliberately rear their children in this way because they believe that the combination of warm involvement with few restraints will produce a creative, confident child. Such children do not handle independence well and are lousy and disrespectful to the university authority. They mobilize others to disrupt the academic activities in the system. Santrock (1977) maintained that the basic philosophy is that individuals have to be trained to fit into the social world so that their behaviours had to be shaped into that of a matured adult. On the contrary, undergraduates that are not trained to fit into the social world will bring confusion.

Another parenting style is the reciprocal socialization. This is the process by which children socialize parents just as parents socialize children (Stenhouse, 1996). Developmental psychologists are impressed with the importance of synchrony (co - ordinate interaction) in parents-child relationship. Synchrony refers to carefully coordinated interaction between the parent and child in which, often unknowingly they are attuned to each other's behaviours. The turn - taking that takes place in a number of enjoyable parent - infant games reflects the reciprocal, synchronous nature of some parents - child relationship. Parenting style is the process of rearing and caring for your children which will either involve good or poor parenting.

Odebunmi (2007) says that parents are God- provided mentors to the children. Parents and parent substitutes should endeavor to provide the needed warmth, love, care and whatever it takes to assist the child to grow properly. Homes should be run in a democratic relaxed manner. Odebunmi further stated that children should be part of decision making bodies at home once they are grown up to participate. The undergraduate's independence has been highlighted to be of great importance in producing emotional adjusted individuals. They should not be pampered. Parents are also urged to allow their undergraduates to become independent to enable them handle their emotional adjustment problems..

Relationship between Parenting Styles and Psychosocial Adjustment among Undergraduates in the University System

According to Ladd & Lesieur (1995), adolescents do not simply move away from parental influence into a decision - making world all their own. As adolescents (undergraduates) move toward becoming more autonomous, it is healthy for them to continue to be attached to their parents. Just as they did in infancy and child hood, parents continue to provide an important support system that helps the adolescent explore a wider, more complex social world full of uncertainties, challenges, and stresses. Although adolescents show a strong desire to spend more time with their peers, they do not necessarily isolate themselves. There are times when adolescents reject this closeness, connection and attachment as they pursue a more autonomous life. Parents' choices of neighborhoods, churches, school, and their own friends influence the pool from which their adolescents select possible friends. This finding corresponds with what happens with the adolescents/undergraduates in the campuses because sometimes, their parents' choices of neighborhoods, churches, school, universities, courses, and friends influence the undergraduates

Adolescence is a period of development when individuals push for autonomy. As adolescents pursue a more autonomous life, many parents perceive them as changing from complaint children to noncomplaint adolescents. The old model of parent adolescent relationships suggested that as adolescents mature they detach themselves from parents and move into a world autonomy apart from parents. The old model suggested that parents' adolescent's conflict is intense and stressful throughout adolescence. The new model emphasizes that parents serve as important attachment figures and support systems as adolescents explore a wider, more complex social world (Cohen & Beckwith, 1996). The new model also emphasizes that in the majority of families, parents - adolescent conflict is moderate rather than severe, and that the everyday negotiation and minor disputes can serve the positive developmental function of helping the adolescent make the transition from childhood dependence to adult independence.

According to Gladding (2007), the most obvious sign of stress in families with adolescents is seen in the number and kinds of disagreements between parents and their

adolescent children. Increased family conflict and tension often occur during the time adolescents are in the family (Worden 1992). Firstly, in families with adolescents, there seen to be a difficulty on the part of parents to make a distinction between what they want for their youngsters and what their youngsters want for themselves. The significant influences of active parental involvement in their adolescent children include parents paying attention to the child, providing intellectual stimulation, being supportive rather than abusive, involving the child in decision making, and conducting consistent disciplines

Some undergraduates are lonely. They may feel that no one knows them very well and may feel isolated and sense that they do not have anyone they can turn to in time of need or stress.

Lonely undergraduates often have a history of poor relationships with their parents. Early experiences of rejection and loss (as when a parent dies) can cause a lasting effect of feeling alone. Lonely students often have low self -- esteem and tend to blame themselves more than they deserve for their inadequacies. Lonely undergraduates usually have poor social skills (Jone, Hobbs & Hockcnbury, 1982). They show inappropriate self- disclosure at the expense of attention to a partner, or an inability to develop comfortable intimacy. When students leave the families world of their hometown to enter university, they feel anxious about meeting new people and developing a new social life. One student commented:

“My first year here at the university has been pretty lonely. I wasn't lovely at all in high school. I lived in a fairly small town - I knew everybody and everyone knew me. I was a member of several clubs and played on the basketball team. It is not that way at the university. It is a big place and I've felt like a stranger on so many occasions. I am starting to get used to life here and the last few months I've been making myself meet people and get to know them, but it has not been easy”.
(Adapted from Santrock, 1977 pg592).

From the above comment, it then means that freshmen (new undergraduates) sometimes bring their popularity and social standing from colleges into university environment. There may be a dozen basketball stars, National Merit Scholars, and Formal Student council presidents in a single dormitory wing, they face the task of forming completely new social relationships and some may be lonely at this period of adjustment. From the above literature review, it could be that some of those students who could not have positive psychosocial adjustment in the campus did so because they were just arriving to a new environment. However, it is important to distinguish being alone from

being lonely. Most of us cherish the moment we can be left alone for a while. Aloneness can heal, but loneliness can hurt. Bradshaw (1988) ascertained that the family is a system and that each undergraduate within the family is expected to contribute to the family's growth. This means that an undergraduate who has missed the mark by not comporting himself whereby not realizing his academic dream has failed in his contribution towards the family.

Parents should allow their children to play occasionally because play provides children with intrinsic motivation and is a contributory factor to the proper growth and development of the children. According to Piaget (1962), play is where children learn about themselves, others and the world around them. While developmental stages may vary according to both theory and culture, the importance and inclusion of play as an element of developmental growth is universal. Play therapy is the dynamic interpersonal relationship between a child and a trained play therapist, which provides selected play materials and facilities for the development of a self relationship for the child to fully express and explore personal feelings, experiences, behaviours and thoughts through the child's natural medium of communication which is play. Play provides an emotional laboratory for children and is crucial to their development (Piaget, 1962). Undergraduates learn to co-operate with their peers, set and follow rules, work off frustrations, and explore the world around them through play.

From the above theories, it means that play which was provided to an undergraduate while he was a child has a serious emotional effect on his interpersonal interactions in the university. This undergraduate's interpersonal interaction is a great determinant to his academic achievement. It is important that undergraduates should be assisted to build their character by their parents. Odebumi (2007) presumes that the following leading character traits should be taught: respect, citizenship, hope, compassion, courage, honesty, excellence, perseverance and responsibility. He explained that the leading method of teaching character building is the philosophy of the parents' modeling for their children and parents should endeavour to provide themselves as role models for their undergraduates.

Odebumi (1989) maintained that heredity and environment cannot be easily separated since they are both interwoven in shaping human behaviour. What the undergraduate is born with which is popularly called genetic endowment can be mixed with his environment to produce his behaviour, accomplishment's and limitations. He further explained that it has been realized that many undergraduates are always unable to reach their potentials in life as a result of their negative or positive attitude to life, behaviour patterns, and student's accomplishment abilities.

Odebumi (2007) declared that aggressive parents have been known to negatively influence the behaviours of their undergraduates with aggression. Individuals within any environment are easily controlled by their heredity and environmental factors and this can be extended to "Nervousness", "Timidity" and "Sociability". From the notebook of a printer, "The frightening part about heredity and environment is that we parents provide both" as reported by Santrock (1977). From the above related literature review, it then means that personality supertraits, parenting styles are very important phenomena in the psychosocial adjustment of undergraduates which affect the accomplishment of their endeavours, be it academic or otherwise.

Odebunmi (2007) highlighted that children born to parents who fail to provide them with adequate loving tender care are known to raise undergraduates who can be described as being: emotionally tensed and insecured; attention-seeking, show-off; aggressive outbursts. Children born to parents who provide adequate loving tender care are known to raise children who can be described as: being emotionally secured; confident and less demand for attention; less negative, less jealous, less fearful, and less nervous; calm and having control of his or her temper and emotions. The frictions between parents in homes have also been claimed to be responsible for the undergraduate's maladjustment in life. The emotional climate of the family is determined to a large extent by what happens in the family, for example, how family members feel about one another and the way they communicate, such feelings affect the emotional climate of the home. Imhonde, Aluede and oboite (2009) found that children who witnessed domestic violence scored high on the aggression scale than those who do not. Neglect of children by their parents is another key factor in family

relationship. Parents owe it as a duty to their children to provide their developmental needs both physically and psychologically. Failure to do these amounts to neglects and abuse.

Adubale, 2014 maintains that permissive parenting is characterized by high levels of warmth with low levels of behavioural control. Parents that adopt this parenting style are known to be unwilling to reprimand their children when they misbehave. Although it grants the children's demand for independence, it fails to engage in independent training of their children. This precisely could be the reason why they are prone to delinquency and a lack of interest in school during adolescence (Cramer, 2002). Unguided freedom and independence of children often lead to abuse of discretion especially for adolescents who have no immediate social responsibility. Permissive/laissez-fair parenting appears to encourage the children to their unguided discretion and initiative for good psychosocial adjustment.

Odebumi (2004) maintained that undergraduates treated with loving tender care and proper communication seem to respond better to parental concerns when compared to those who are beaten like beast. It goes a long way to explain that the undergraduates who are treated with love and care will struggle in the university to bring back the Golden Fleece for their parents instead of disappointment. They lay premium to their parent's dream concerning them because they know their worth, effort and sacrifice towards them. If every undergraduate thinks towards this realization, the university system will be a place of peace and academic excellence. Some parents are ignorant of the punishing strategies except unnecessary brutal capital punishment. Such students only become hard and brutal to others in the university system and this is very dangerous in students' academic pursuit.

Some parents bring up their children in smoking and alcoholic environment because they are smokers. Some families are drunkards. Undergraduates with such parenting style come to the university as smokers, alcoholics and drug addicts. They become menace to the university system and they lure others to this unhealthy behaviour. Alcohol has been called a catalyst for violence including homicide, assault and rape. Alcohol is a depressant, which affects the higher brain center, impairing judgment and other rational process and lowering self-control. Schafer (1971) has

concluded that alcoholism is a conditioned response to anxiety. The individual presumably finds in alcohol means of relieving anxiety, resentment, depression or other unpleasant feelings.

According to Achalu (2004), excessive alcohol intake can damage the brain, causing mental deterioration, and is also associated with heart damage and several types of cancer. This involvement in drug abuse is as a result of bad association in the school and for the simple fact that they saw their parents or relatives doing so. These involvements bring about students' maladjustment which will include delinquent behaviour such as lying, theft and vandalism. It brings about increasing sense of alienation and lack of self-esteem and increases interpersonal aggression. These are psychological and physical effects of various blood alcohol concentration levels. For example at 0.11 - 12% blood alcohol concentration, co-ordination and balance becomes difficult, distinct impairment of mental facilities and judgment (Dusek and Giordano, 1978).

Regardless of the form in which tobacco is administered into the body, the fact remains that nicotine poison has been introduced into the body. The dependence on tobacco is a form of drug abuse. Tobacco damages the lungs and the heart and increases the risk of lung cancer and heart diseases respectively. Smoking is another behavioural problem our undergraduates exhibit in our campuses. The use of tobacco in any form including cigarette smoking, sniffing is dangerous to the health of the user and people around him. Generally, smokers have more health problems than non-smokers (Achala, 2004). Dusek and Girdano (1978) explained that cigarette smoking is related to cardiovascular disease.

Many parents engage their female children into hawking wares and this makes them vulnerable to indiscriminate sex. Such females go in as undergraduates and become sex manic and seduce lecturers and male students to the evil act whereby disorganizing the academic system. Getz (1976) claimed that parenting will definitely be made simple when the numbers of children within a family are limited to what parents can physically, emotionally and economically guarantee. When reverse is the case, the students are seriously facing hardship and this will affect their psychosocial adjustment among others.

Motivation operates to ensure the individual's (undergraduate's) continual adaptation to both his internal and external environmental pressing need. According to Cole (1995), motivation is the term used to describe those processes both instinctive and rational, by which people seek to satisfy the basic drives, perceived needs and personal goals, which trigger human behaviour. The author explained that when people's needs are unsatisfied or when the outcomes are unsatisfactory, frustration may be experienced, leading to negative attitudes towards employment, and even to anti social behavior in the school or work place. Most undergraduates are not motivated because their contributions are neither recognized nor rewarded by the environment around them. In the same vain, Cole (1995) showed that when employees feel that they are important and that their work is valued by the management, they will produce high performance even if some aspects of working conditions are poor.

Awanbor (1977) explained that home is the foundation of what goes into one's being, as home affects the student's personality, outlook, potentials, aspiration and achievement. Some homes are equal to the above provision while some are not. Backwardness in students was closely related to poverty; material and cultural deficiencies in the home. He quickly added that parents-child relationship (the psychological aspect) also determines the undergraduate's progress in school. Bowlby's (1965) stressed that satisfactory school progress of the student depends very much on the quality of physical and psychological care given by the parents. Following the above theories it then means that undergraduates who are not given much quality of physical and psychological care by their parents would be backward both in his interaction with others and academic progress. Some parents are so autocratic that they must dictate for a child what to study in the university. These pressures help to initiate violent behaviours in undergraduates whereby hindering their academic work.

Mediator and Moderator variables of Peer Group influence, Parents- Child relationship, Gender, Age and Psychosocial Adjustment.

Peer group is a natural phenomenon, which is considered very important and it is one of the mediating variables of this study. Literature review has revealed the importance of peer group influence in psychosocial adjustment of undergraduates. Psychologists have long recognized that as

individuals mature, the nature of their friendship patterns also evolves. While parents are the primary sources of influence and attention, children seek out a stable peer group; both the number and the variety of friendships increase as students go through adolescence, friends soon begin having a greater influence over decision making than parents. Undergraduates report that their friends give them emotional support when they are feeling bad and that they can confide intimate feelings to peers without worrying about their confidences being betrayed (Berndt and Perry, 1982).

During adolescence, especially early adolescence, they conform more than they did in childhood. There is conformity to peers especially their antisocial standards. The idea of friends, cliques, parties, clubs probably engage their minds at this time more than ever before. As adolescents, they form cliques - small groups of friends and share activities and confidences (Rathus, 1988). They also belong to crowds, which are loosely organized groups of undergraduates who share interests and activities while clique members share intimate knowledge, crowds are brought together by mutually shared activities such as sports, religion and hobbies. Intimate friends play an important role in social development during adolescence.

The undergraduates in our universities who had poor parenting styles turn out to pose psychosocial adjustment problems in the learning environment. They form various gangs in the universities. The typical gang members came from dysfunctional and destitute families, had family members with criminal histories. These adolescents are sometimes made up of children from dysfunctional families who seek deviant peers in order to compensate for parental brutality or incompetence (Brownfield, Thompson and Sorenson, 1997). The coming together of these dysfunctional children is coalitions of troubled people who are socialized mainly by the streets rather than by conventional institutions (Hogedorn 1998). The interpersonal interactions and relationship of these set of maladjusted students with the entire university community is not cordial. They go about molesting and terrorizing the innocent ones.

There is violence everywhere. Research indicates that gang violence is impulsive and emotional and therefore comes in spurts. It typically involves defense of gang and the gang membership's reputation. According to Decker (1996), violence is a core factor of gang formation;

it is what causes gang spread from one neighborhood to another. Gangs members are always feeling threatened by other gangs and are worry of encroachments on their turf. It is not surprising that these undergraduates with these maladjusted behaviors are likely to increase gun ownership once they join gangs (Bjerregaard, and Lizotte 1995). These adolescents are pushed into following bad friends probably because of poverty and minority status and they want to belong. Gangs offer a set of peers with protective relationship. Considering that these individuals are well armed and wary, it should come as no surprise that they face a far greater chance of death at an early age than others (Lattimore, Linster, and MacDonald, 1997). Decker further found that gang violence could take on a number of different forms. When joining these individuals with undesirable behaviour, one is forced to participate in violent rituals to prove their courage and reliability. Most of the undergraduates putting up undesirable behaviors are those whose aspiration cannot be realized by legitimate means. They may have the desire to be financially and academically successful but are either unwilling or unable to accomplish these goals through conventional means, such as schooling (Brownfield, Thompson and Sorenson, 1997)

According to Haris (1998), acceptance by peers has a major impact on socialization. Popular students do well in school and socially astute. In contrast, students who are rejected by their peers are more likely to display aggressive behaviour and disrupt group activities by bickering or behaving antisocially and they have more problems. He maintains that peer relations are a significant aspect of maturation. He believes that peers exert a powerful influence on youths and pressurize them to conform to group values; peer-influence may be more important than parental nurturance in the development of long term behaviour.

Peers guide students and help them learn to share and co-operate, cope with aggressive impulses, and discuss feeling they would not dare bring up at home. With peers, youths can compare their own experiences at home and campus and learn that others have similar concerns and problems; they realize that they are not alone. Antisocial undergraduates seek like-minded peers for criminal associations. Students who maintain friendship with anti social friend are likely to become delinquent regardless of their own personality makeup or the type of supervision they

receive at home. Even previously law abiding and well behaved students are more likely to get involved in delinquency and substance abuse if they become associated with antisocial friends who initiate them into dubious career. Harris (1998) opined that comparative relationships have been found in studies of peer relations among young drug-involved males and it indicated that alcohol and marijuana users have friendships that are more intimate than those of non users.

This peer group could later form organized gang which is heavily involved in criminality and drug usage and sales. Drug usage and sales reflect a systematic relationship with other criminal acts like: violent acts, ritual killings, armed robbery, raping, assassination, kidnapping etc. You learn all sorts of things about the world outside your family through the peers. Undergraduates frequently compare themselves with their peers. Undergraduates, who are happy, enthusiastic show concern for others and have good conversation skills, tend to be popular and make friends easily (Parker and Gottman, 1989). Peer relations have been found to be important predictors of undergraduate's adjustment and feature competence. For example, undergraduates who are rejected by their peers tend to have more problems than those who are popular.

Family or home (parents-child relationship) has an important influence on the behaviour of undergraduates. Parents whose marriage is secured produce undergraduates who are secured and independent. In contrary, undergraduates growing up in homes with one or both parents absent may be prone to antisocial behaviour. According to Whitehead (1993), a broken home is a determinant of a student's law-violating behaviour. The connection seems self-evident because a child is first socialized at home. Family is the first relationship. Most parents-child interactions have later implications because the family is the setting in which each of us learns how to deal with other people. According to (Clark, Kochanska, and Read, 2000) the nature of the interactions depends on the personality characteristics of those interacting with the youngster.

Ochei (1983) maintained that the earliest agency of education and socialization is the home, where the child is taught his first lesson by his parents, brothers and sisters and play mates, and by the general condition at home. Any disjunction in an orderly family structure could be expected to have a negative impact on the undergraduate. Students who have experienced family breakup are more likely to

demonstrate behaviour problems and hyperactivity than children in intact families (Brady, Bray, Zeeb, 1986). Family breakup is often associated with conflict, hostility, and aggression; such students are suspected of having lax supervision, weakened attachment, and great susceptibility to peer pressure. Considering this view, it is not surprising that as the number of single-parents household in the population surged, so too did the psychosocial maladaptive behaviour of the undergraduates (Savolainen, 2000). In other words, the environment of the child at home determines his behaviours. However, the essential factors inherent in parents-child relationship are the socio-economic, cultural and psychological factors. Culturally, the behaviour pattern among families differs from each other. While in some homes there is liberal atmosphere relationship between parents and children, in some other ones because of the cultural taboos they observe, there seem to be autocratic atmosphere in the home. This therefore influences undergraduates' behaviour at school where so many of them have been drawn from various homes.

Undergraduates' background is strongly correlated with their academic achievement. Unsatisfactory housing was associated with low self esteem which brings about low achievement in school. The influence of parents-child relationship in this case acts as motivation to the undergraduate. These ultimately affect undergraduates' psychosocial adjustment both in the classroom and university environment in general. For example, the effect of outgoing, affectionate parents who deemed it necessary to give and care for the undergraduates can be quite different from that of a withdrawn, not providing, rejecting, aloof one. OLeary (1995) opined that all interactions with parents and other family members have some effects on what the undergraduate learns about relationships with other people. For example, when parents play games with their children (from Ayo game to monopoly), they are providing information about how people deal with one another in a social situation, follow certain procedures, and engage in cooperative behaviour - all of which is relevant to undergraduate's ability to deal with other adults and also their peers (Lindsey, Mize, Pettit, 1997). Most undergraduates love and express positive feelings about their parents, and they feel loved in return (Galambos, 1992). This kind of happy

and satisfying relationship within a family is associated with the ability of the undergraduate to experience empathy, high self-esteem and interpersonal trust.

According to Klagsbrun (1992), sibling relationships are important because the positive or negative affect associated with sibling is likely to be aroused over and over in interactions with peers, romantic partners, and spouses. For example, schoolyard bullies tend to have had negative relationships with their siblings. Garcia and Shaw (2000) indicate that most behaviour problems occur among boys who have had a high level of conflict with their siblings plus a rejecting and punitive mother. Siblings are most likely to feel close if they are able to share attitudes and memories, stand up for one another, experience companionship and help one another cope with difficulties. Example of this positive close interdependent relationship is noticed among the Bush family in the United State of America: G. W. H. Bush, G. W. Bush and Jebb Bush.

From the above literature review, it means that undergraduates from homes where there is cordial parents child relationship are naturally more intelligent, refined in character than those from uniformed and care free parents. Also modern conditions- the mass media like television, video, and radio found in homes can sometimes teach better than many teachers. The use of video games for entertainment purposes has rapidly increased during the past decades, and in many of today's most popular games, harming, fighting, or killing is a main feature of game play (Hanninger & Thomas, 2004; Smith, Lachlan & Tamborini, 2003). According to Kitayama, Kashy, Diederik, Stapel (2011), a substantial body of empirical studies has investigated the detrimental effects of exposure to media violence in video games during the last 20 years. One of the most robust and consistent findings is that exposure to video game violence can enhance hostile information processing (Anderson, and Carnagey, 2004; Ferguson 2007; Sherry, 2001; Kirsh & Mounts, 2007).

According to Kitayama, Kashy, Diederik (2011), Empirical and Theroretical work has addressed the question of how elements of interactivity in video games are related to the effects of video game violence on subsequent hostile information processing and behaviours. Some researchers have presented theoretical arguments that interactivity might enhance psychological effects of media violence (Anderson, 2004; Klimmt and Trepte, 2003). According to them,

interactivity enables the player to actively engage in aggressive interactions through a virtual character that is controlled by the player. Whereas violent content on TV and in films is perceived from the perspective of an observer, players actively participate in aggressive interactions in video games. In other words, players can be both perpetrators and victims of aggressive acts within a video game.

In discussing psychosocial concept, family members and individual interaction come to our mind. Regarding family-of-origin influences, Adlerian theory and therapy was the first therapeutic approach in the modern therapy era to address human development from a relational and systemic perspective (Sheman & Dinkmeyer, 1987). This social context of the child's culture of origin and child's experiences within the family constellation; Adler's phrase for the operative influences of the family structure, values, and dynamics were analyzed (Watts, 2003; Watts and Shulman, 2003).

Bowens' (1978) family system theory is considered by many to be the most comprehensive explanation of individual functioning from a family system's perspective (Nichols & Schwartz, 2001). Bowen proposed that relationship experiences with parents and siblings in childhood influence one's ability to develop emotionally matured relationships in adulthood. Bowen used the term "differentiation of self" to describe the level of emotional health present in a family system. In well differentiated families, individual members experience support for autonomy along with opportunities for developing healthy connections with others (other undergraduates in the campus). It means that parents-child relationship might have influence on the undergraduate's psychosocial adjustment with others which may have positive or negative affect on his academic performance.

Gender, one of the moderating variables of this study is the sociocultural dimension of being female or male. (Santrock, 2001) Sex hormone levels are related to some cognitive abilities in females and males especially spatial ability (Schoon and Polek 2011). For example, girls whose glands over-produce testosterone have spatial abilities more similar to those of the average boy than to those of the average girl. Sex hormones also are related to aggression and violence (Dabbs,

Frady, Carr & Besch, 1987). Culture, schools, peers, the media and other family members also influence gender behaviour .

Santrock (1977) ascertained that in the past, the well-adjusted female was expected to be dependent, nurturing, and uninterested in power. The well-adjusted male was expected to be independent, aggressive, and power-oriented. Further, feminine characteristics were considered undesirable by society; male characteristics were considered healthy and good.

From the above literature review, males are more active and aggressive than females. The consistent difference in aggression often appears in children's development as early as two years of age. Today male undergraduates are more aggressive and dominant, more strongly motivated to engage in sexual activity and more willing to take risks than today's female undergraduates (Anderson and Aymami, 1993; Baumeister, Cataness, and Vohs, 2001, Berman, Gladue, and Taylor, 1993, Moskowitz, 1993; Wilson, Daly, Gordon & Pratt, 1996). No wonder you find more men in some vigorous courses like engineering and aviation.

The psychosocial adjustment of undergraduates is affected by the gender. Women are more likely than men to be aware of their emotions, to share rewards and to be concerned with maintaining relationships rather than controlling them (Barrett & Campos, 2000). Women are subjected to social pressures that induce them to strive for co-operation and generosity rather than competition and selfishness like men. In a similar way, women have better social skills than men because they have to. It is also true that females are twice as likely as males to become depressed. The reason for this sex difference is because women feel overly responsible for the welfare of others and find it difficult to be assertive in their relationships (Burrent, Lane, Sechrest, Schwartz 2000). From the above related literature, it means that women are more emotionally soft, considerate, and less assertive and their interpersonal relationship would be more cordial than that of men. According to Fredrickson (1995), women are reported having more close friends than men do. Siegel, and Welsh (eighth edition) explained that official arrest statistics, victim data, and self-reports indicate that males are significantly more criminal than females.

Age is another moderating variable in this study. Farrington (1986) maintained that as youthful offenders mature, their offending rates decline. In the campus, regardless of race, sex, social class, intelligence, or any other variable, undergraduates commit less crime as they age and even the most chronic criminal offenders will commit less crime as they age.

From this explanation, it means that growing older means having to face the future. With maturity comes the ability to resist the "quick fix" to problems. According Brezina (2000), some undergraduates may turn to crime as a way to solve the problem of adolescence, loneliness, frustration, and fear of peer rejection. At this age, this set of students constitute social nuisance among their colleagues and the entire university system. But as they mature, conventional means of problem solving becomes available. Life experience helps them seek nondestructive solutions to these personal problems; maturation coincides with increased levels of responsibility. Petty crime in the university is a risky and exciting social activity that provides adventure to an otherwise boring world. As students grow older, they take on new responsibilities that are inconsistent with criminality. For example, it could be that the matured undergraduates who are married, reading seriously for their final exams and working on their project and thesis are less likely to pursue criminal activities. The young adult undergraduates become more aware of the risks that accompany crime and are no longer protected by the kindly arms of the juvenile justice system (Glassner, Ksander, Berg, Johnson, 1983).

From the above offending characteristics of these undergraduates, the psychosocial adjustment among other students is being affected negatively or positively as a result of the attribute of age variable. The following researchers emphasized that age is one important determinant in psychosocial adjustment of undergraduates (Shover and Thompson 1992). These authors agree that those who demonstrate antisocial tendencies at a very early age are more likely to commit more crime for a longer duration and maintain a high rate of offending throughout their life span. The other set of them, begins committing crime in late adolescence, typically with their peers, and then ceases offending as they mature and enter young adulthood. The young criminal students desist from the actions when they begin to realize that crime is too dangerous, physically taxing and unrewarding,

and punishment too harsh and long lasting to become a way of life. It could be that those undergraduates who were engaged in criminal acts in the campus: robbery, killing, raping, harassment, joining gang of various kinds, did so as a result of age affect (youthful exuberance) and some of them came back to their senses and put up repentance as they get matured in age

Appraisal of Reviewed Literature

In summary, a review of the related theoretical and empirical works have revealed that the psychological construct of the Personality Supertraits and Parenting Styles are important to the successful Psychosocial Adjustment of the undergraduates in the university system. Careful review of related works on the personality supertraits and parenting styles were carried out. Issues relating to concept of psychosocial adjustment, relationship between personality supertraits and psychosocial adjustment among the undergraduates, meaning of parenting styles, relationship between parenting styles and psychosocial adjustment of undergraduates were duly reviewed. The review of literature on the mediator and moderator variables of peer group influence, parents-child relationship, gender, age and psychosocial adjustment of undergraduates were critically carried out.

The literature review so far has indicated that enough work has not been done on personality supertraits, parenting styles and psychosocial adjustment. None of the available literature reviewed actually looked at the degree of relationship of these psychological variables. This showed that detailed work has not been carried out on this concept. To make up these lapses the researcher attempted to find out the degree of relationship of personality supertraits, parenting styles and psychosocial adjustment among undergraduates in the Niger Delta Region. Therefore, the researcher examined the variables personality supertraits and parenting styles as correlates of psychosocial adjustment among undergraduates in the Niger Delta Region.

CHAPTER THREE

RESEARCH METHOD AND PROCEDURE

This chapter presents the research method and procedures used in the study. It includes: Design of the Study, Population of the Study, Sample and Sampling Technique, Development of the Instrument, Validity of the Instrument, Reliability of the Instrument, Method of Data collection and Method of Data Analysis.

Design of the Study

The present study is based on a correlational design. The study found out the relationship among personality supertraits, parenting styles and psychosocial adjustment among undergraduates in the Niger Delta Region. This design possesses a great deal of advantage in that it enables the researcher to measure quite a large number of variables and at the same time show how these variables interrelate. It also yields information on the degree of the relationships between the variables under study. In this study, the independent variables are personality supertraits and parenting styles while the dependent variable is psychosocial adjustment among undergraduates in the Niger Delta Region. The moderating variables are age and gender, while the mediating variables are peer group influence and parents- child relationship. The intervening variables are mass media, self esteem, and culture.

Population of the Study

The population of the study comprises of all the undergraduates in the universities in the Niger Delta Region. It is a finite population and it is countable. According to Okorodudu (2013), a finite population is the type of population that is countable and that means the actual size of the population is known. The actual population size of the study is 60,226 undergraduates from Niger Delta Region. Niger Delta Region comprises of Cross River State, Rivers, Bayelsa, Abia, Akwa-Ibom, Edo and Ondo State. There are eighteen universities and two degree awarding institutions. Four universities from four areas of the Niger Delta Region were used for the study. They are: Delta State University, Abraka, Delta

State, University of Benin, Benin City, Edo State, River State University of Education, Port-Harcourt, River State, and Federal University of Technology, Akure, Ondo State.

Delta State University, Abraka, is made up of the following faculties: Agricultural Sciences, Art, Education, Engineering, Law, Management Sciences, Medicine, Pharmacy, Sciences and Social Sciences. The undergraduates' total population in the Faculties is 15, 417 (Academic Planning unit, Vice Chancellor's Office, Delta State University, Abraka. 2007/2008 Session).

University of Benin has the following faculties: Agriculture, Arts, Basic Medical Sciences, Dentistry, Education, Engineering, Law, Life Sciences, Management sciences, Medicine, Pharmacy, Physical Sciences, Social Sciences, College of Petroleum and Gas Engineering, and others. The undergraduates' total population in the faculties is 27,909 (Academic Planning, University of Benin, Benin City. 2007/2008 Session). Rivers State University of Education, Port Harcourt has 8, 900 undergraduates (Establishment Department, Rivers State University of Education, Port Harcourt, 2009/2010 Session) while Federal University of Technology, Akure, Ondo state has 10,500 undergraduates. (Academic Planning, Federal University of Technology, Akure, 2007/2008).

Sample and Sampling Technique

The sample of the study was drawn from four universities from the eighteen universities in the Niger Delta Region with population size of 62,726 undergraduates. The universities were selected on a cluster random basis. A sample of 950 undergraduates was used for the investigation. The stratified random sampling technique was used in selection of sample size which represented a considerable size of the population. The multistage random sampling technique was used because it is easy to randomly select a good representative sample from the population of undergraduates in Niger Delta Region. The Region is made of eight states which are: Cross River, Rivers, Bayelsa, Abia, Akwa Ibom, Delta, Edo and Ondo. The representative samples were from four of these eight states. Four universities from four areas of the Niger Delta Region were used for the study. One university was sampled from the universities in each of the four states. 950 respondents were randomly selected from the selected universities in Niger Delta Region for the study.

Development of Research Instrument

This study is using a questionnaire method of data collection. Subsequently, an instrument titled Personality Supertraits, Parenting Styles and Psychosocial Adjustment Scale (**PSPSPS**) was constructed. The questionnaire measured respondent's knowledge on personality supertraits, parenting styles and psychosocial Adjustment. Almost all the sections of the questionnaire were self-made except the personality supertraits scale which was adapted from Coasta & McCrae (1992) Personality Assessment Scale. The research instrument consisted of six sections. These are:

Section A - Demographics Scale:

Section B - Personality Supertraits Scale (PSS) was made up of five major subscales of

- I. Emotional stability (Neuroticism)
- II Extraversion
- III Openness
- IV Agreeableness
- V Conscientiousness

Section C - Parenting Style Scale (PSS) has four major subscales of

- I. Authoritative
- II. Authoritarian
- III. Neglectful
- IV. Indulgent

Section D-Parents- Child Relationship Scale (PCRS)

Section E-Peer Group Influence Scale (PGIS)

Section F-Psychosocial Adjustment Scale (PAS)

Table of content validity estimates of each of all the variables in the appendix (iv-viii)

The emotional stability (neuroticism scale) has two components. The component one has four items while the second component has two items. The first component measured emotional stability with these latent traits of worthlessness, negative self confidence, loving, and withdrawal. The

second component measured the latent traits of discouragement and self pity. The modalities for the selection of the items in the emotional stability scale is as follows: The extraction sums of squared loading showed that component one accounted for 35.95% of variance while component two accounted for 18.21%. The overall cumulative percentage for the six items in the emotional stability scale is reported as 54.16%.

The extraversion subscale has one component with four items which measured these latent traits: sociability, friendliness, being reserved and leadership quality. The extraction sum of squared loadings showed that the component accounted for 40.71% of variance. The total cumulative percentage for all the four items in the extraversion scale is 40.71%. The openness subscale consists of ten items extracted from five components. Component one has two items which measured imaginative and being creative and component two had three items that measured latent traits of intellectuality, imaginative and being active. Component three has three items which measured intellectual curiosity, imaginative, and excitement. Component four has one item which measured being independent while component five with one item that measured the latent trait of preference to variety. The extraction sums of squared loadings show that component one accounted for 24.85% of variance, component two accounted for 12.59% of variance, component three accounted for 11.07% of variance, component four accounted for 10.66% of variance and component five accounted for 10.04% of variance. The overall cumulative percentage for ten items in the openness scale is 69.23%.

The agreeableness subscale consists of two items in one component. The extraction sums of squared loadings showed that this component which measured the latent traits of being softhearted and trusting accounted for 63.70% of variance. The overall cumulative percentage for the items in agreeableness scale is 63.70%.

The conscientiousness subscale consisted of six items with two components. Component one had three items which measured the following latent traits: being organized, hardworking and goal achieving oriented while component two has three items and it measured discipline, not organized, and being careful. The extraction sums of squared loadings showed that the component

one accounted for 43.49% of variance and component two accounted for 19.76% of variance. The overall cumulative percentage for the six items of conscientiousness is 63.25%.

Parenting styles scale consists of four subscales. The authoritative parenting style subscale has one component with six items which measured these latent traits: inculcating hope, confidence and good communication, being warm and caring, self reliance and confidence, social competence, being hardworking and self dependence, and socially responsible. The extraction sums of squared loadings showed that the component accounted for 53.05% of variance. The overall cumulative percentage for the six items in the authoritative parenting style scale is 53.05%

The authoritarian parenting style subscale has one component with six items which measured parents being strict, no respect for others, poor communication skill, not encouraging hard work and self reliance, punishing children severely, uncaring attitude. The extraction sums of squared loadings showed that the component accounted for 50.63% of variance. The overall cumulative percentage for the six items in the Authoritarian parenting style scale is 50.63%.

The neglectful scale which consisted of ten items was extracted from two components. Component one had seven items and it measured the latent traits of uninvolved attitude, carefree, no self control, no confidence, cannot handle independence, lousy attitude, social incompetence while component two with three items measured nonchalant behaviour, unconcerned attitude and lack of respect for others. The extraction sums of squared loadings showed that component one accounted for 39.76% of variance and component two accounted for 15.88% of variance. The overall cumulative percentage for the ten items in the neglectful parenting style scale is 55.64%.

The indulgent subscale consists of seven items with two components. Component one has four items and it measured children with no respect for people's feeling, no value for others, no respect for parents, lack of self control. Component two measures no regard for others opinion, over indulgence and over pampering. The extraction sums of squared loadings showed that component one accounted for 42.15% of variance and component two accounted for 16.74% of variance. The total cumulative percentage for the seven items in the indulgent parenting style scale is 58.89%.

The peer group influence scale consisted of 20 items extracted from six components. The items in the six components measured the effects of peer group influence on the respondents, how they are committed fully to the peer groups and element of disagreement with their peer groups. The extraction sums of squared loadings showed that component one accounted for 18.41% of variance, component two accounted for 10.99%, component three accounted for 9.26% of variance, component four accounted for 6.21% of variance, component five accounted for 5.92% of variance while component six accounted for 5.42% of variance. The total cumulative percentage for the twenty items in the peer group influence scale is 56.20%.

The parents-child relationship scale consisted of one component with six items that measured good association, emotional encouragement, and financial support, rising of moral, good rapport, kind and relaxed parental care. The extraction sums of squared loadings showed that the component accounted for 60.20% of variance. The total cumulative percentage for the 6 items in the parents-child relationship scale is 60.20%.

The psychosocial adjustment scale consisted of sixteen items extracted from six components. Component one had four items which measured these latent traits of arrogance, always generating trouble, aggressiveness, not sincere. Component two has four items and it measured crafty, self pity, overcoming stress, Component three has two items which measured coping with crisis, and coping with conflicts. Component four has two items which measured quarrelsome traits and self defeat. Component five has two items which measured low – self esteem and defeat, lack of confidence. Component six has two items that measured feeling ashamed and withdrawn, self blame and pity. The extraction sums of squared loadings showed that component one accounted for 25.83% of variance, component two accounted for 11.98% of variance, component three accounted for 8.75% of variance, Component four accounted for 7.25% of variance, Component five accounted for 6.76% of variance, and component sixth accounted for 6.33% of variance. The total cumulative percentage for the sixteen items in the psychosocial adjustment scale is 66.90%.

The interpretation of the performance is shown in appendix iii

Personality supertraits - emotional stability scale consists of 6 items. The upper limit scores indicated a high score on the scale showing high self confidence, loving, and encouragement. The middle limit scores ranges from 14-10 showing slight self confidence, and the lower limit scores ranges from 9-1 indicating a low score on the scale showing worthlessness, discouragement and self pity. This is how it runs through for all these scales.

For extraversion subscale, scores in the upper limit indicated high level of sociability and friendliness. The middle limited scores measured leadership quality and out going while the lower limit scores indicated being reserved and introverted.

For the openness scores, the upper limit indicated a high level of imaginative, being creative, intellectual curiosity, the middle limit scores measured independent, excitement and the lower limit indicated a low level of excitement and being creative.

For agreeableness, scores in the upper limit indicated high level of being soft hearted and trusting. The middle limit and lower limit showed being hard hearted and deceitful.

For conscientiousness, scores in the upper limit indicated high level of being organized and hard working. The middle limit scores measured goal achieving oriented and disciplined while the lower limit scores measured carelessness and being lazy.

For parenting styles - authoritative parenting style scores in the upper limit indicated a high level of inculcating of hope, good communication and being warm. The middle limit scores measured self reliance, confidence, dependence and socially responsible. The lower limit scores indicated laziness, not self reliant and social incompetence.

For the authoritarian, the upper limit scores indicated a high level of being strict, no respect for others, poor communication skills. The middle limit scores measured not encouraging hard work, lack of self reliance while the lower scores indicated punishing children severely and uncaring attitude.

The neglectful scale consists of 10 items. Items that fall within the upper limit scores include uninvolved attitude, carefree, no self control, and no confidence. The middle limit scores

which have 30% include items like not handling independence, lousy attitude, unconcerned while lower limit scores include social incompetence and lack of respect.

For the indulgent, scores in the upper limit indicated a high level of no respect and no self-control. The middle limit scores measured over indulgence and over pampering. The lower limit scores indicated being insulting and saucy.

For the parents-child relationship, scores in the upper limit indicated a high level of no good association, and a high level of emotional discouragement. The middle limit scores measured no financial support, low moral, no good rapport while the lower limit scores indicated not kind, no relaxed home atmosphere, no good parental care.

For the peer group influence, the scores in the upper limit indicated a high level of peer group attachment, full commitment to peer group, peer group acceptance, compliance with peer group ideas. The middle limit scores measured sources of information about activities from peer like going out with bad friends, discussing evil. The lower limit scores indicated showing discouragement from peer group, non compliance, not committed to peer group.

For psychosocial adjustment scale, the upper limit scores which constitute 60%, high scores indicated successful and positive psychosocial adjustment among undergraduates. The middle limit scores indicated a slight successful and slight positive psychosocial adjustment. Lower limit scores indicated failure and negative psychosocial adjustment.

The likert format scale was used in scoring the items with the opinions of strongly agree (SA), agree (A), disagree (D), and strongly disagree (SD). For positively worded items, the weightings were 4,3,2,1 while negatively worded items were reversely scored 1,2,3,4. According to Spector (1992) as reported by Okorodudu (2013), the formula for scoring negatively worded items is $R = (H+L)-I$. Where: H= Largest number; L=lower number; I= Response to item; and R= Reverse item. For instance, in a four choice scale, if a respondent scored 3 for an item, the above formula was applied for proper scoring of the reverse item. For example, $R = (4+1)-3$ or $R=2$. The score for the negatively worded item is now 2 but not 3.

Validity of the Instrument

The researcher sought for the help of her supervisor in relation to the validity of the instrument. The supervisor looked at the various items on the instrument and found that they were in line with the objective of the study. In other words, the face validity was considered adequate by expert judgment.

The content and construct validity of the instrument were estimated using the Multivariate Factor Analysis. The principal component analysis (PCA) using the extraction method was utilized in estimating the content and construct validity. The evidence of the content validity of the entire instrument was shown by the total cumulative variance of all factors as shown in table 3.2:

As shown in the table each of the scale demonstrates good content validity of all items as the total percentage of all items in the scale had as shown in the table 54.16%, 40.71%, 69.23%, 63.70%, 63.25%, 53.05%, 50.63%, 55.64%, 58.89%, 60.20%, 56.20%, and 66.90% respectively.

On the other hand, the construct validity of the instrument was estimated by the rotated factor loading matrixes. The Eigen values of above one were used to select factors that genuinely measured similar construct. For example, the items in the instrument that measured personality supertraits: emotional stability (neuroticism) variable had factor loadings matrix that ranged between .58 and .83, extraversion .52 and .79, openness between .54 and .91, agreeableness .80 and .80, conscientiousness .63 and .86. Parenting styles: Authoritative .63 and .88, authoritarian .60 and .83, neglectful .60 and .86, indulgent .55 and .84. Peer group influence variable ranged between, .40 and .84. Parents-child relationship variable ranged between .70 and .82 while psychosocial adjustment scale ranged between .54 and .88. All these values are good indications of construct validity.

Reliability of the instrument

The reliability was tested using cronbach alpha for estimating the internal consistency of the (PSPSPS) instrument. This yielded a coefficient alpha of .70, $P \leq .05$ level of significance. For the personality supertraits: emotional stability (neuroticism) scale alpha yielded .64, $P \leq .05$ level of significance. Extraversion scale alpha had .50, $P \leq .05$; openness scale alpha had .63, $P \leq .05$;

agreeableness scale alpha had .43, $P \leq .05$; conscientiousness scale had $P \leq .05$; .74 . Parenting styles of authoritative scale yielded .82, authoritarian scale had .80, $P \leq .05$; neglectful scale had .80, $P \leq .05$; indulgent had .77, $P \leq .05$; Peer group influence scale had .75, $P \leq .05$; Parents – child relationship scale had .87, $P \leq .05$; and psychosocial adjustment scale had .80, $P \leq .05$ level of significance. $P \leq .05$, meaning that P is less than .05. Therefore it is an indication that the instrument used is reliable. The (PSPSPS) instrument was considered to have a good reliability measures for this kind of study.

Method of Data Collection

The researcher administrated the questionnaire personally to the undergraduates of the four universities making sure that the participants sampled for the study were covered. The course coordinators of the various departments and faculties assisted her in distributing and collecting some questionnaire while she administered the questionnaire. The researcher read out the instructions of the questionnaire for clarity and distributed instantly with the help of the course coordinators. The questionnaire were immediately collected in each case for there was no room for the respondents to take them home. She administered the questionnaire in the four universities namely: University of Benin, Benin city, Delta State University, Abraka, Rivers State University of Education, Port Harcourt and Federal University of Technology, Akure, Ondo State as these were the universities selected for the study.

Method of Data Analysis

The data collected was analyzed as follows: The demographic scale were grouped on the basis of Gender, and Age, For each group, the descriptive statistics of the mean and standard deviation was computed.

In order to determine the relationship among personality supertraits, parenting styles and psychosocial adjustment, the multiple correlation and multiple regression analysis was used to test the null hypotheses formulated for the study. All research questions were answered and the null hypotheses were tested at .05 level of significance. In a situation where a significant correlation was found, the researcher estimated the effect size in order to establish the practical significance of the

independent variables on the criterion variable, that is, psychosocial adjustment. Further more, in order to determine the degree of association among the mediating variables of parents-child relationship, peer group influence, and the moderating variables of gender and age with the antecedent variables of personality supertraits, parenting styles and the criterion variable of psychosocial adjustment of undergraduates, the path structural models were used.

CHAPTER FOUR

PRESENTATION OF RESULTS AND DISCUSSION

This chapter presents the result of analysis of data in this study. The data collected from the responses of 943 subjects were collated and analyzed on the basis of the independent as well as the dependent variables used in the study. The analysis of the data was done based on each of the research questions and null hypotheses formulated in this study. The outcome of data analysis is presented in tables 4. 1-4.16 and figures 1-13.

Table 4.1a Mean, Standard Deviation and Correlation Matrix of the Independent And Dependent Variables

Variables	Mean	SD	Gender	Age	Personality Supertraits	Parenting Styles	Parents-child Relationship	Peer Group Influence	Psychosocial Adjustment
Gender									
Age	1.27	.53	-.03	1.00					
Personality supertraits	80.75	8.22	-.02	.02	1.00				
Parenting styles	96.12	11.77	.10**	-.17**	.40*	1.00			
Parents-child relationship	19.39	7.49	.04	-.05	.12**	.20**	1.00		
Peer Group Influence	59.62	5.86	.16**	-.11**	.31**	.44**	.07*	1.00	
Psychosocial adjustment	51.13	7.98	.08*	-.03	.39**	.45**	.10**	.42**	1.00

***Correlation is significant at the 0.05 level (2 tailed) N 943**

The results in Table 1a showed that there was a significant positive correlation between personality supertraits and psychosocial adjustment of undergraduates. ($r = .39$), personality supertraits and parenting styles ($r = .40$), parent - child relationship and psychosocial adjustment ($r = .10$), peer group influence and psychosocial adjustment ($r = .42$), peer group

influence and parents-child relationship ($r = .07$), personality supertraits and age ($r = .02$) peer group influence and age ($r = -.11$), age and psychosocial adjustment ($r = -.03$) gender and psychosocial adjustment ($r = .08$).

Table 1b Mean, Standard Deviation and Correlation Matrix of The Independent and Dependent Variables.

Variables	Mean	SD	Gender	Age	Emotional St	Extraversion	Openness	Agreeableness	Conscientiousness	Parents-child relationship	Peer group influence	Psychosocial
Gender												
Age	1.27	.53	.03	1								
Emotional Stability	17.81	3.77	-.06	.06	.1							
Extraversion	10.85	3.51	-.06*	.07*	.15**	1						
Openness	27.60	3.51	.01	-.03	.01	.10**	1					
Agreeableness	5.04	2.23	.03	.02	.13**	.03	-.07	1				
Conscientiousness	19.80	2.89	.02	-.80*	.28**	.04	.32**	.00	1			
Parents-child relationship	19.39	7.49	.04	-.05	.09**	-.03	.09**	.01	.14**	1		
Peer group influence	59.62	5.85	.16**	-.11**	.24**	-.05	.16**	.12**	.30**	.07*	1	
Psychosocial Adjustment	51.13	7.98	0.08*	-.03	.43**	.05	.04**	.12**	.31**	.10**	.42**	1

**** Significant at 0.05 level of significance N 943**

The results in Table.1b showed that there is a significant positive correlation between emotional stability and psychosocial adjustment of undergraduates ($r = .43$), emotional stability and extraversion ($r = .15$), agreeableness and emotional stability ($r = .13$), emotional stability and conscientiousness ($r = .28$), openness and conscientiousness ($r = .32$), extraversion and openness ($r = .10$), age and conscientiousness ($r = .80$), emotional stability and parents-child relationship ($r = .09$), openness and parents-child relationship ($r = .09$), conscientiousness and psychosocial adjustment ($r = .31$), peer group influence and psychosocial adjustment ($r = .42$), peer group influence and emotional stability ($r = .24$) conscientiousness and peer group influence ($r = .30$).

Table 1c Mean, Standard Deviation and Correlation Matrix of the Independent and Dependent Variables

Variables	Mean	SD	Gen	Age	Authoritative	Authoritarian	Neglectful	Indulgent	Parents-child relationship	Peer group influence	Psychosocial
Gender											
Age	1.27	.53	-.03	1							
Authoritative	21.11	9.76	.05	-.55	1						
Authoritarian	19.75	3.41	.01	-.12**	.14**	1					
Neglectful	32.78	5.28	.14**	-.17**	.11**	.42**	1				
Indulgent	23.57	8.73	.07*	-.07*	.05	.19**	.24**	1			
Parents child relationship	19.39	7.49	.04	-.05	.06	.12**	.17**	.04	1		
Peer group influence	59.62	5.85	.16**	-.11**	.09**	.30**	.41**	.15**	.07	1	
Psychosocial	51.13	7.98	.08*	-.03	-.001	.33**	.38**	.19**	.10**	.42**	1

*** Significant at 0.05 level of significance N 943**

The results in table 1c showed that there is a significant positive correlation between authoritarian parenting style and psychosocial adjustment of undergraduates ($r = .33$), neglectful and psychosocial adjustment ($r = .38$), neglectful and indulgent ($r = .24$), authoritarian and authoritative ($r = .14$), age and neglectful ($r = -.17$), authoritative and neglectful ($r = .11$), authoritarian and indulgent ($r = .19$), authoritarian and parents child relationship ($r = .12$), authoritative and peer group influence ($r = .09$), gender and neglectful ($r = .14$), gender and psychosocial adjustment ($r = .08$), indulgent and psychosocial adjustment ($r = .19$), parents-child relationship and psychosocial adjustment ($r = .10$).

Research Question 1. And Hypothesis 1

The research question 1: Is there any relationship between the personality supertraits and psychosocial adjustment among undergraduates in the Niger Delta Region? The answer to this question was addressed in hypothesis 1. Hypothesis 1 states that there is no significant

relationship between personality supertraits and psychosocial adjustment. The data gathered for this study are analyzed and the data output for hypothesis presented in Tables 2a and 2b

In order to find out the extent to which each of the independent variables explained the (criterion variable) psychosocial adjustment of undergraduates, the researcher conducted a multiple correlation and multiple regression analysis for testing of the null hypotheses formulated in this study.

Table 2a: Multiple Correlations and Multiple Regression Analysis of Personality Supertraits and Psychosocial Adjustment

Model 1 R	R ²	R ² (adjusted)	standard Error of the Estimate		
.39	.16	.16	7.33		
ANOVA (a)					
Model 1	SS	df	MS	F	P
Regression	9315.391	1	9315.391	173.21	.00
Residual	50553.76	940	53.78		
Total	59869.15	941			
Variables in the Equation					
Model 1	Unstandardized Coefficient	Standardized Coefficient			
	B	SEB	BETA	t	P
Constant	20.21	2.36		8.55	.00
Personality Supertraits	.38	.03	.39	13.16	.00

Predictors: (constant), Personality supertraits. Dependent variable: Psychosocial Adjustment P<.05

The results in table 2a showed a multiple correlation output of .39 which revealed that there is a positive linear relationship between personality supertraits factors and psychosocial adjustment. The computed $F(1,940) = 173.21$, $P < .05$. Hypothesis 1 was therefore rejected. This indicated that there is a significant correlation between personality supertraits and psychosocial adjustment. The conclusion can be drawn that personality supertraits linearly

correlated with psychosocial adjustment. The R^2 adjusted value of .16 showed that 16 % of the variance in psychosocial adjustment was accounted for by personality supertraits variable. This is the effect size of the antecedent variables on the criterion, that is, psychosocial adjustment of the undergraduates indicating practical significance at the 95% confidence interval. In other words, a unit change in the standard deviation of the measures of personality supertraits factor will account for a 16% change in the psychosocial adjustment of the undergraduates. The significant “constant” t – value (8.55, $P < .05$) showed that there are some other potent variables which were not included in the study. The Beta weight for personality supertraits variable was found significant, $Beta = .39$, $t = 13.16$, $p < .05$.

In order to confirm or certify that no spurious relationship was established as a result of the inter-correlation among the independent variables, the multicollinearity testing was carried out. The result is presented in table 2b.

Table 2b. Multicollinearity Diagnosis of Personality Supertraits Variable.

Correlation Zero – order	Coefficient		Collinearity statistic	
	Partial	Part	Tolerance	VIF
Constant				
Personality Supertraits	.39	.39	1.00	1.00

The zero – order coefficient of .39 is an indication of the correlation between personality supertraits and psychosocial adjustment of the undergraduates. The partial correlation coefficient of .39 indicates the strength of relationship between personality supertraits variable and undergraduates’ psychosocial adjustment. The part correlation was .39. The tolerance coefficient of 1.000 was high and indicated that there was no collinearity problem between the independent and dependent variables in applying tolerance in data

interpretation. The rule is, if any of the tolerances is small, less than 0.10, multi collinearity may be a problem. It was not so in this case.

Research Question 2 and Hypothesis 2

The research question 2: Is there any relationship among personality supertraits, parenting styles and psychosocial adjustment among undergraduates in Niger Delta Region? The answer to this question was addressed in the hypothesis 2. Hypothesis 2 states that there is no significant relationship among personality supertraits, parenting styles and psychosocial adjustment of undergraduates. In testing hypothesis 2, Multiple Correlation and Multiple Regression Analysis was computed and the results are presented in table 3a and figure 1 showing the path analytic model of personality supertraits, parenting styles and psychosocial adjustment.

Table 3a Multiple Correlation and Multiple Regression Analysis of Personality Supertraits, Parenting Styles and Psychosocial Adjustment.

Model 2	R	R ²	R ² (adjusted)	Standard error of the estimate	
	.51	.26	.26	6.87	
ANOVA (b)					
Model 2	SS	df	MS	F	P
Regression	15541.156	2	7770.578	164.604	.00
Residual	44327.991	939	47.207		
Total	59869.146	941			
Variables in the Equation					
Mode 2	Understandardized	Standardized coefficient			
	Coefficient				
	B	SEB	BETA	t	P
Constant	8.21	2.45		3.35	.00
Personality	.25	.03	.26	8.37	.00
Parenting styles	.24	.02	.35	11.48	.00

Predictors: (constant) Personality supertraits, Parenting styles. Dependent variable: Psychosocial Adjustment P<.05

The results in table 3a showed a multiple correlation output of .51 which revealed that there is a positive linear relationship among personality supertraits, parenting styles and psychosocial adjustment of undergraduates. The computed $F(2,939) = 164.604$, $P < .05$. Hypothesis 2 was therefore rejected. This indicated that there is a significant correlation among personality supertraits, parenting styles and psychosocial adjustment. The R^2 adjusted value of .26 indicated that 26% of the variance in psychosocial adjustment of undergraduates was due to the collective impact of personality supertraits and parenting styles. Out of the amount, parenting styles accounted for 10% amount of variance while personality supertraits accounted 16% amount of variance in psychosocial adjustment respectively. This is the effect size of antecedent variable on the criterion, that is, psychosocial adjustment. To determine the practical relevance, the effect size estimate was tested for significance using the computed F change statistics. $R^2 = .51$, $F = .16$, $df = (1, 939)$, $P < .05$.

In order to remove the influence of other variables and avoid spurious relationship, the beta weight was computed for the parenting styles. There was computed beta weight of .35, $t = 11.48$, $P < .05$. The conclusion was drawn that parenting styles alone can explain psychosocial adjustment without the influence of other variables.

This observed degree of association among personality supertraits, parenting styles and psychosocial adjustment as shown in the Beta weight in table 4.3a are used for further illustration in the path analytic model in figure 2.

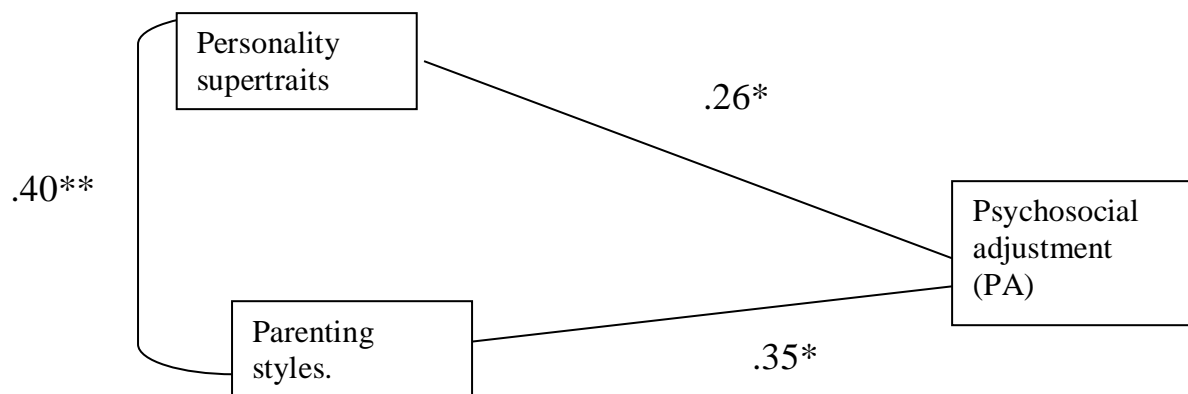


Fig. 2. Path Model Showing the Degree of Association among Personality Supertraits, Parenting Styles and Psychosocial Adjustment of Undergraduates.

As shown in the path model, there is a significant relationship between personality supertraits and parenting styles with a standardized beta weight of .26 and .35 respectively. Also when the effects of other variables were extracted from the regression model, each of the independent variables of personality supertraits and parenting styles yielded standardized beta weights of .26 and .35 respectively indicating a significant extent of their association with psychosocial adjustment of undergraduates. Although there was a significant intercorrelation or covariation between the two independent variables, this association did not reduce the power of each of the variables for explaining psychosocial adjustment. This is shown by the outcome of the Multicollinearity diagnostic statistic in the tolerance value of

.84 and variance influence factor of 1.19. These values indicate that there is an absence of Multicollinearity problem. This is show in table 3b.

Table 3b: Multicollinearity Diagnosis of Personality Supertraits, Parenting Styles and Psychosocial Adjustment.

Model 2	correlation	coefficient	collinearity	statistic	
	Zero-order	partial	part	Tolerance	VIF
Constant					
Personality	.39	.26	.24	.84	1.19
Supertraits					
Parenting styles	.45	.35	.32	.84	1.19

The zero-order coefficients are indication of the bivariate correlation of personality supertraits, parenting styles and psychosocial adjustment. The partial correlation is a measure of the strength of correlation between personality supertraits, parenting styles and psychosocial adjustment indicating that there is a positive linear relationship.

Research Question 3 and Hypothesis 3

Research question 3: Is there any mediating impact of parents-child relationship in the relationship among personality supertraits, parenting styles and psychosocial adjustment among undergraduates in the Niger Delta Region? The answer to this question was addressed in hypothesis 3. Hypothesis 3 states that there is no significant impact of parents-child relationship in the relationship among personality supertraits, parenting styles and psychosocial adjustment among undergraduates. The data gathered for this study is analyzed and the data output is presented in table 4a.

Table 4a: Multiple Correlation and Multiple Regression Analysis of Parent- Child Relationship, Personality Supertraits, Parenting Styles and Psychosocial Adjustment.

Mode 3	R	R ²	R ² (Adjusted)	Standard error of the estimate		
	.51	.26	.26	6.87		
ANOVA (C)						
Model 3	SS		df	MS	F	P
Regression	15543.49		3	5181.162	109.64	.000
Residual	46665.47		938	47.26		
Total	59869.15		941			
Variables in the Equation						
Model 3	Unstandarized		coefficient	Standardized	coefficient	
	B		SEB	BETA	t	P
Constant	8.24		2.45		3.36	.00
Personality Supertraits	.25		.03	.26	8.36	.00
Parenting styles	.24		.02	.35	11.35	.00
Parents-child Relationship	-.007		.03	-.01	-.22	.82

Predictors (constant): parents-child relationship, personality supertraits, parenting styles. Dependent variable: Psychosocial adjustment. *Significant P> .05

The results in table 4.4a showed a multiple correlation output of .51 which revealed that there is a positive linear relationship among parents-child relationship, and the two independent variables but no significant relationship with psychosocial adjustment. There was computed $F(3,938) = 109.64$, $P > .05$. Hypothesis 3 is accepted and this is an indication that there is no significant relationship among parents-child relationship, personality supertraits, parenting styles and psychosocial adjustment.

The R² adjusted value of .26 indicated that 26% of the variance in psychosocial adjustment of undergraduates was due to the collective impact of parents-child relationship, personality supertraits and parenting styles. Parents-child relationship accounted for 0% amount of variance while both personality supertraits and parenting styles accounted for 26% amount of variance in psychosocial adjustment. This is the effect size variance accounted for, on the antecedent variables on the criterion, that is, psychosocial adjustment of undergraduates.

To determine the practical relevance of the effect size estimate, the F-change statistics was computed. The computed F- change statistic $R^2 = .00$, $F = .049$, $df (1,938)$, $P > .05$. In order to estimate the degree of association or co-variation of parents-child relationship, there was computed Beta weight of $-.01$, $t = -.22$, $p > .05$. The conclusion was drawn that parents child-relationship was not a mediating variable as it did not explain variance in psychosocial adjustment of undergraduates in the absence of other variables. The degree of association among parents-child relationship, personality supertraits and parenting styles and psychosocial adjustment as shown Beta weight in table 4.4a are used for further illustration in the path analytic model in figure 3

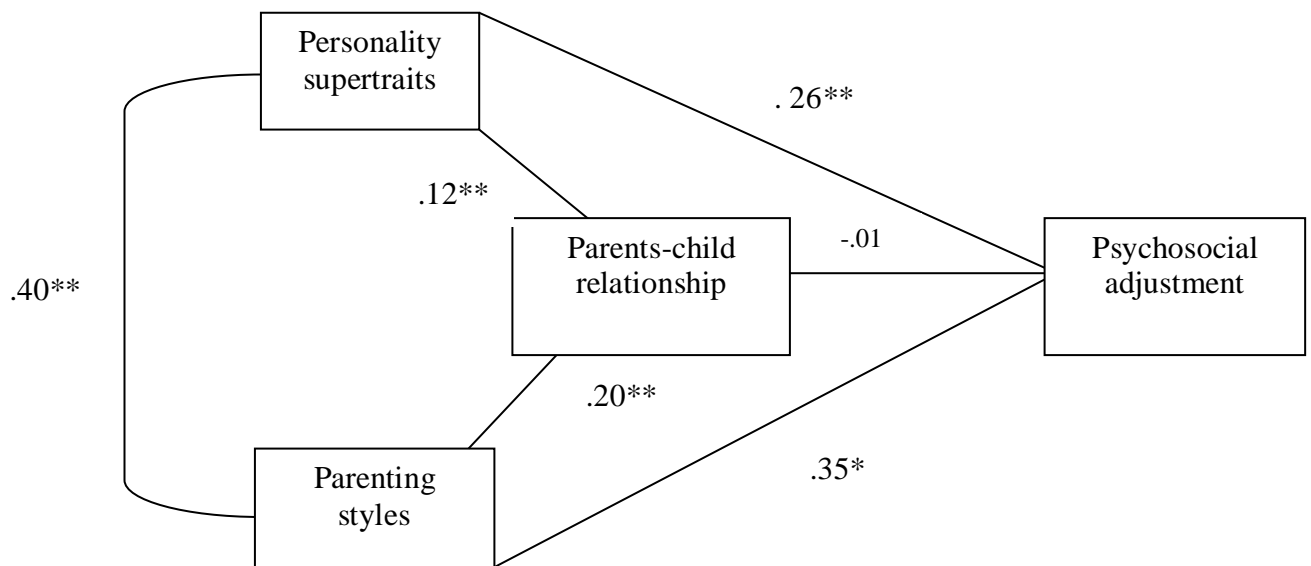


Fig 3: Path Analytic Model of the Mediating Impact of Parents-Child Relationship in the Relationship among Personality Supertraits, Parenting Styles and Psychosocial Adjustment.

As shown in the path model, there is no significant relationship between parents-child relationship and psychosocial adjustment with a standardized beta weight value of $-.01$, $p > .05$. Meanwhile parents-child relationship as shown in the path model has a beta weight value of $-.01$. In order to test whether all three variables could be used to describe a good fit model for explaining psychosocial adjustment behavior, the multicollinearity diagnostic statistics was computed. The results are presented in table 4.4b.

Table 4b: Multicollinearity Diagnosis of Personality Supertraits, Parenting Styles, Parents-Child Relationship and Psychosocial Adjustment

Model 3	Correlation Zero-order	Coefficient partial	part	Collinearity Statistic tolerance	VIF
Constant					
Personality Supertraits	.39	.26	.24	.84	1.19
Parenting styles	.45	.35	.32	.82	1.22
Parents-child relationship	.10	-.01	-.01	.96	1.04

Although there was a significant relationship between the two independent variables as shown in figure 3, this association did not reduce the power of each of the variable for explaining psychosocial adjustment. This evidence is shown by the out come of the multicollinearity diagnostic statistic in the tolerance value of .84, .82, .96 and variance inflation factor of (VIF) of 1.19, 1.22 and 1.04 these values indicate that there is an absence of multicollinearity problem. The tolerance is the proportion of variability. It's values ranges from 0 – 10. A value close to 1 indicates that an independent variable has little of its variability explained by the other independent variable. A value close to 0 indicates that a variable is almost a linear combination. There was no multicollinearity problem as shown in table 4b Therefore, the conclusion was drawn that the two variables of personality supertraits, parenting styles constitute a good model for explaining psychosocial adjustment and there is no significant relationship between parents - child relationship and psychosocial adjustment.

Research Question 4 and Hypothesis 4:

Research question 4: Is there any mediating impact of peer group influence in the relationship among personality supertraits, parenting styles, parents-child relationship, and psychosocial adjustment of undergraduates in Niger Delta Region? The answer to this

question was addressed in Hypothesis 4. Hypothesis 4 states that there is no significant mediating impact of peer group influence in the relationship among personality supertraits, parenting styles, parents-child relationship and psychosocial adjustment. In testing hypothesis 4, Multiple Correlation and Multiple Regression analysis was Computed and presented in Table 5a

Table 5a: Multiple Correlation And Multiple Regression Analysis of Peer Group Influence, Personality Supertraits, Parenting Styles, Parents-Child Relationship and Psychosocial Adjustment

Model 4. R	R ²	R ³ (adjusted)	Standard error of the estimate		
.55	.30	.30	6.68		
ANOVA (D)					
Model 4	SS	DF	MS	F	P
Regression	18085.14	4	4521.29	101.39	.00
Residual	41784.01	937	44.59		
Total	59869.15	941			
Variables in the Equation					
Model 4	Unstandartdized coefficient		Standardized coefficient		
	B	SEB	BETA	t	P
Constant	-2.06	2.75		-.75	.45
Personality Supertraits	.21	.03	.22	7.24	.00
Parenting styles	.18	.02	.26	8.15	.00
Parents – child relationship	.00	.03	.00	.02	.98
Peer group influence	.32	.04	.23	7.55	.00

Predictors (constant): Peer group influence, personality supertraits, parenting styles, parents-child relationship. Dependent variables: Psychosocial adjustment. * P < .05

The result in table 4.5a showed a multiple correlation output of .55 which revealed that there is a positive linear relationship among peer group influence, parents-child relationship, personality supertraits, parenting styles and psychosocial adjustment. The computed F (4,937) = 101.39, P < .05. Hypothesis 4 was therefore rejected and the alternative holds. This

indicated that there was a significant relationship among peer group influence, parents-child relationship, personality super trait, parenting styles and psychosocial adjustment. The R^2 adjusted value of .30 indicated that 30% of the variance in psychosocial adjustment was due to the collective impact of peer group influence, parents-child relationship, personality supertraits, parenting styles.

Peer group influence accounted for 4% amount of variance, parents-child relationship accounted for 0%, personality supertraits and parenting styles accounted for 26% amount of variance in psychosocial adjustment. This is the effect size of the antecedent variables on the criterion, that is, psychosocial adjustment. This simply means that a unit change in the standard deviation of the measure of peer group influence accounted for 4% amount variance in the psychosocial adjustment of undergraduates.

To determine the practical relevance of the effect size estimate, the F – change statistics was computed. The computed F – change statistics, $R^2 = .042$, $F_{\Delta} = 56, 996$, $df (1,937)$ $p < .05$. In order to estimate degree of association or co – variation of peer group influence, there was computed beta weight = .23, $t = 7.55$, $P < .05$. The conclusion was drawn that the peer group influence as a mediating variable explains psychosocial adjustment in the absence of other variables.

The degree of association of peer group influence, parents – child relationship, personality supertraits, parenting styles and psychosocial adjustment as shown in beta Weight in table 5b are used for further illustration in the path analytic model in figure 4.

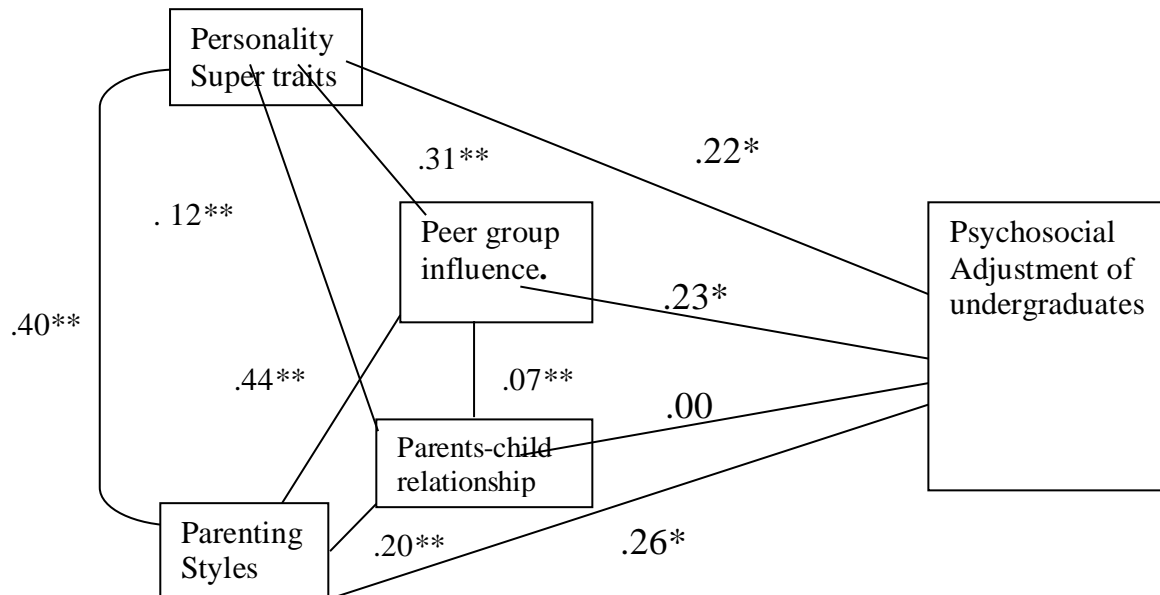


Figure 4: Path Model Showing the Degree of Association among Peer Group Influence, Parents-Child Relationship, Personality Supertraits, Parenting Styles and Psychosocial Adjustment of Undergraduates. (P<.05).

As shown in the path model, there is a significant relationship between peer group influence and psychosocial adjustment with a standardized beta weight value of .23, $P < .05$. Furthermore, for the path model, it is very clear that the peer group influence was significantly related to personality supertraits, and parenting styles with r values of .31, $P < .05$, and .44, $P < .05$ respectively. Peer group influence also has a significant association with parents-child relationship. $R = .07$, $P < .05$.

Meanwhile peer group influence has a beta weight value of .23, $P < .05$ indicating a significant association with psychosocial adjustment. Also of interest in the model are the beta weight of .22, $P < .05$ and .26, $P < .05$ showing degrees of association between personality supertraits and parenting styles with psychosocial adjustment respectively.

However, in order to test whether these inter correlated variables could be used to explain the psychosocial adjustment, the multicollinearity diagnosis was computed. The results of data analysis are shown in table 4.5b

Table 5b: Multicollinearity Diagnosis of Personality Supertraits, Parenting Styles, Parents-Child Relationship, Peer Group, Gender Influence and Psychosocial Adjustment.

Model 4	Correlation Coefficient			Collinearity statistics	
	Zero-order	partial	part	Tolerance	VIF
Constant					
Personality Supertraits	.39	.23	.20	.82	1.22
Parenting Styles	.45	.26	.22	.71	1.41
Parent-child relationship	.10	.00	.00	.96	1.05
Peer group influence	.42	.24	.21	.78	1.28

Although, there was a significant relationship between the variables as shown in figure 4, this association did not reduce the power of each of the variables for explaining psychosocial adjustment. This evidence is shown by the outcome of the multicollinearity diagnostic statistics in the tolerance values of .82, .71, .96 and .78 and variance inflation factors (VIF) of 1.22, 1.41, 1.05 and 1.28. These values pass through the multicollinearity test and indicate that there is an absence of multicollinearity problem. Therefore, the conclusion was drawn that personality supertraits, parenting styles, and peer group influence constitute a good model for explaining variance in psychosocial adjustment.

Research Question 5 and Hypothesis 5

Research question 5: Is there any moderating impact of gender in the relationship among personality supertraits, parenting styles, parents-child relationship, peer group influence and psychosocial adjustment of undergraduates in Niger Delta Region. The answer to this question was addressed in hypothesis 5. Hypothesis 5 states that there is no significant moderating impact of gender in the relationship among personality supertraits, parenting styles, peer group influence, parents-child relationship, peer group influence and psychosocial adjustment. In testing hypothesis 5, Multiple Correlation and Multiple Regression analysis was computed and presented in table 6a.

Table 6a: Multiple Correlation and Multiple Regression Analysis of Gender, Personality Supertraits, Parenting Styles, Parents-Child Relationship, Peer Group Influence and Psychosocial Adjustment.

Model 5	R	R ²	R ² (adjusted)	Standard error of the estimate.		
	.55	.30	.30	6.68		
ANOVA(e)						
Model 5	SS		df	MS	F	P
Regression	18111.65		5	3622.33	81.20	.00
Residuals	41757.499		936	44.61		
Total	59869.15		941			
Variable in the Equation.						
Model 5	Unstandarized Coefficient			Standard		
Coefficient						
	B		SEB	BETA	t	P
Constant	-2.41		2.78		-.87	.39
Personality Supertraits	.21		.03	.22	7.27	.00
Parenting styles	.18		.02	.26	8.08	.00
Parent-child Relationship	-1.06		.03	.00	.00	1.00
Peer group Influence	.31		.04	.23	7.37	.00
Gender	.35		.46	.02	.77	.44

Predictor (Constants): Personality Supertraits, Parenting Styles, Parents-Child Relationship, Peer Group Influence and Gender.

Dependent Variable: Psychosocial Adjustment P>.05

The result in table 4.6 showed a multiple correlation output of .55 which revealed that there is a positive linear relationship between gender, personality supertraits, parenting styles, parents child relationship, and peer group influence. The computed $F(5, 936) = 81.195, P > .05$. Hypothesis 5 was therefore accepted. This indicated that there was no significant relationship among gender and psychosocial adjustment.

The R^2 adjusted value of .30 indicated that 30% of the variance in psychosocial adjustment was due to the collective impact of gender, peer group influence, parents-child relationship personality supertraits and parenting styles. Gender accounted for 0% amount of variance. Peer group influence accounted for 4%, parents-child relationship accounted for 0% personality supertraits accounted for 16%, parenting styles accounted for 10% amount of variance in psychosocial adjustment. This is the effect size of the antecedent variables on the criterion, that is, psychosocial adjustment. This simply means that a unit change in the standard deviation of the measure of gender accounted for 0% amount of variance in the psychosocial adjustment of undergraduates.

To determine the practical relevance of the effect size estimate, the F- change statistic was computed and tested for significance. The computed F-change statistic shows $R^2=.00$, $F_{\Delta} = .59$, $df = (1,936)$, $P > .05$.

In order to estimate the degree of association or co-variation of gender, there was computed beta weight value = .02, $t = .77$, $P > .05$. The conclusion drawn was that gender has no moderating impact in the study as it did not explain variance in psychosocial adjustment in the absence of other variables.

The degree of association of gender, peer group influence, parents – child relationship, personality supertraits, parenting styles and psychosocial adjustment as shown in beta weight in table 6a are used for further illustration in the path analytic model in figure 5.

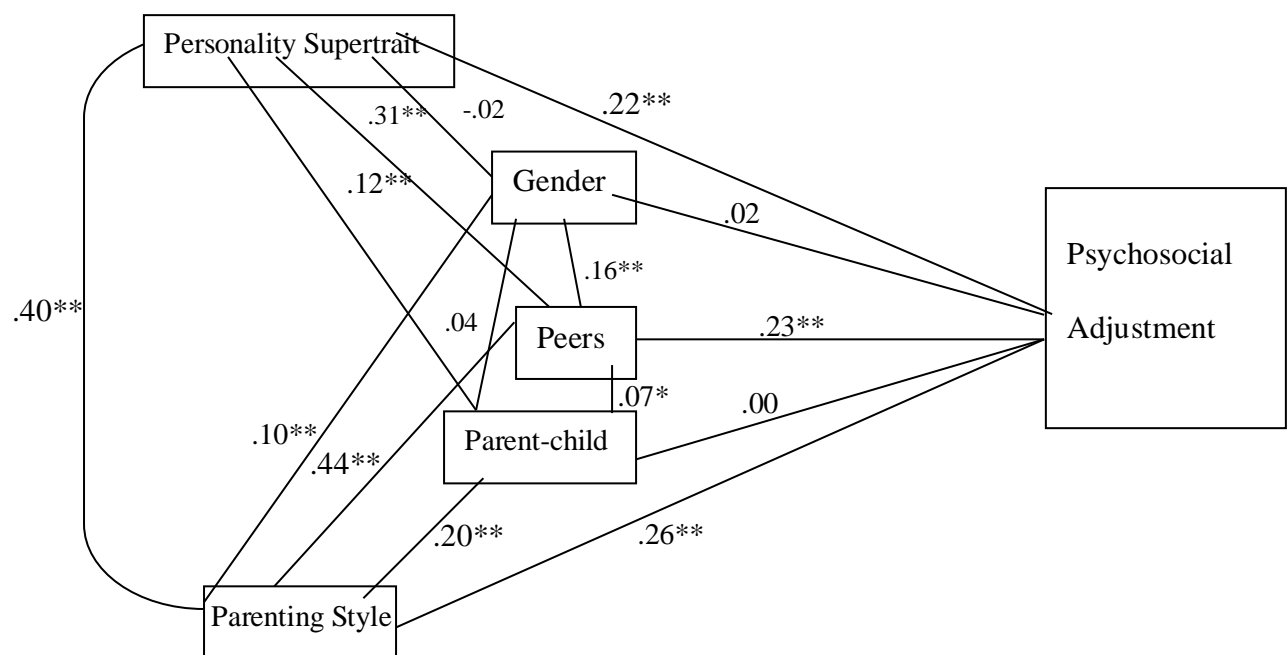


Figure 5: Path Model Showing the Degree of Association among Gender, Peer Group Influence, Parents-Child Relationship, Personality Supertraits, Parenting Styles and Psychosocial Adjustment of Undergraduates. ($P > .05$).

As shown in the path model, there is no significant relationship between gender and psychosocial adjustment with a standardized beta weight value of $.02$, $P > .05$. Furthermore, for the path model, it is very clear that the gender was not significantly related to personality supertraits and psychosocial adjustment and the model shows the degree of association among the variables.

Table 6b: Multicollinearity Diagnosis of Personality Supertraits, Parenting Styles, Parents-Child Relationship, Peer Group influence, Gender and Psychosocial Adjustment.

Model 5	Correlation Coefficient			Collinearity statistics	
	Zero-order	partial	part	Tolerance	VIF
Constant					
Personality Supertraits	.39	.23	.20	.81	1.23
Parenting Styles	.45	.26	.22	.71	1.41
Parent-child relationship	.10	.00	.00	.96	1.05
Peer group influence	.42	.23	.20	.77	1.30
Gender	.08	.03	.02	.97	1.03

Although, there was a significant relationship in some of the variables as shown in figure 5, this association did not reduce the power of each of the variables for explaining psychosocial adjustment. This evidence is shown by the outcome of the multicollinearity diagnostic statistics in the tolerance values of .81, .71, .96 and .77, .97 and variance inflation factors (VIF) of 1.23, 1.41, 1.05, 1.30 and 1.03. These values pass through the multicollinearity test and indicate that there is an absence of multicollinearity problem. Therefore, the conclusion was drawn that personality supertraits, parenting styles, and peer group influence constitute a good model for explaining variance in psychosocial adjustment but there is no significant relationship between gender and psychosocial adjustment.

Research Question 6 and Hypothesis 6.

Research question 6. Is there any relationship among age, personality supertraits, parenting styles, parents-child relationship, peer group influence, gender and psychosocial adjustment of undergraduates in Niger Delta Region? The answer to this question was addressed in hypothesis 6. Hypothesis 6 states that there is no significant relationship among age, personality supertraits, parenting styles, parents-child relationship, peer group influence, gender and psychosocial adjustment. In testing hypothesis 6, the multiple correlation and multiple regression analysis was computed and the results are presented in table 7

Table 7a: Multiple Correlation and Multiple Regression Analysis of Age, Personality Supertraits, Parenting Styles, Parents – Child Relationship, Peer Group Influence, Gender and Psychosocial Adjustment.

Model 6 the estimate	R	R ²	R ² (adjusted)	Standard error of	
	.55	.30	.30	6. 67694	
ANOVA (g)					
Model 6	SS	df	MS	F	p
Regression	18185.44	6	3030.91	67.99	.00
Residual	41683.71	934	44.58		
Total	59869.15	941			
Variable in the equation					
Model 6	Unstandized Coefficient B	SEB	standardized coefficient BETA	t	p
Constant	-3.40	2. 89		-1.18	.24
Personality Supertraits	.21	.03	.22	1.11	.00
Parenting Styles	.18	.02	.27	8.19	.00
Parent-child relationship	.00	.03	.00	.02	.98
Peer group influence	.32	.04	.23	7.44	.00
Gender	.35	.46	.02	.77	.44
Age	.54	.42	.04	1.29	.20

Predictors (Constant): Personality Supertraits, Parenting Styles, Parents-Child Relationship, Peer Group Influence, Gender and Age. Dependent Variable: Psychosocial Adjustment. $P > .05$

The results, in table 7a showed a multiple correlation out put of .55 which revealed that there is no significant relationship among age, personality supertraits, parenting styles, and peer group influence, and psychosocial adjustment. The computed $F(6,934) = 67.99$, $P > .05$. Hypothesis 6 was therefore accepted. This indicates that there no significant relationship

among age, personality supertraits, parenting styles, parents-child relationship, peer group influence, gender and psychosocial adjustment.

The R^2 adjustment value of .30 indicated that 30% of the variance in psychosocial adjustment was due to the collective impact of age, gender, peer group influence, parents-child relationship, personality supertraits and parenting styles. Age accounted for 0% amount of variance. To determine the practical relevance of the effect size estimate, the F – change statistics was computed. The computed F-change statistics, $R^2 = .00$, $F = 1.66$, $df (1, 934)$, $P > .05$.

In order to estimate the degree of association or covariation of age, the computed Beta weight of .04, $t = 1.29$, $P > .05$. This means that age did not explain variance in psychosocial adjustment of undergraduates in the absence of other variables.

The answer to Research Question 6, therefore provided the basis for further analysis.

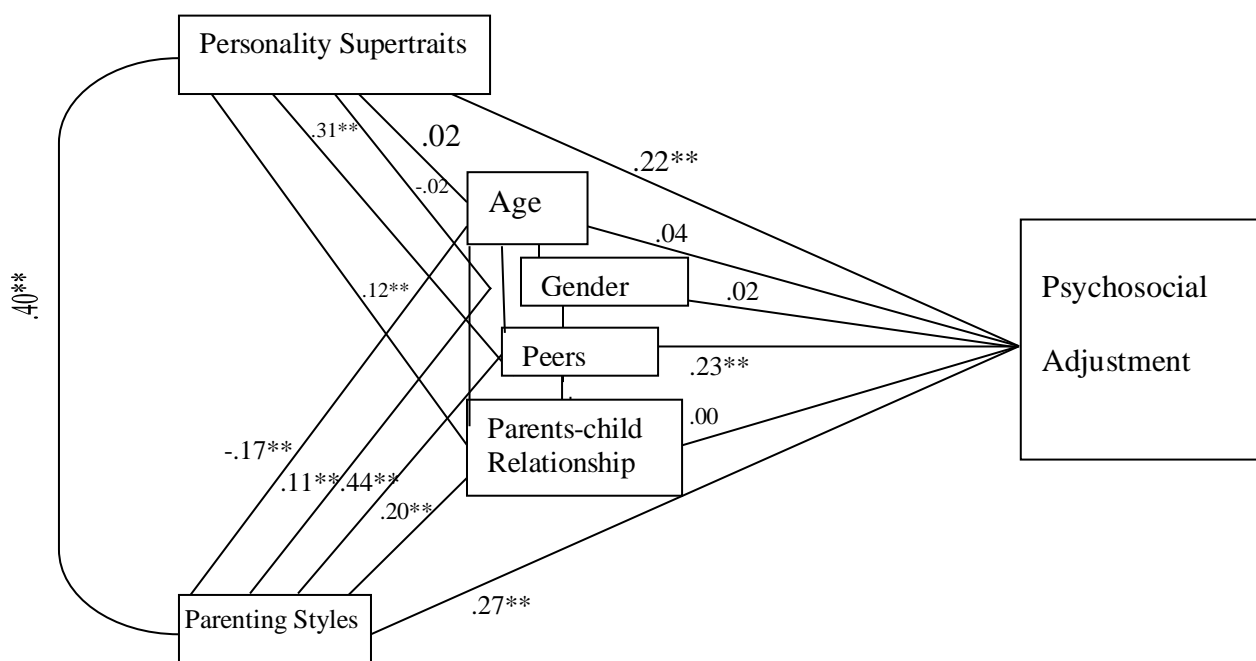


Figure 6: Path Model Showing The Degree of Association Among age, Gender, Peer Group Influence, Parents-Child Relationship, Personality Supertraits, Parenting Styles and Psychosocial Adjustment of Undergraduates. ($P > .05$).

As shown in the path model, there is no significant relationship among age, personality supertraits, parenting styles, and psychosocial adjustment. There was significant inverse relationship between age and parenting styles with standard weight value of $-.17$, $P < .05$,

Meanwhile age has a beta weight value of $.04$, $P > .05$ indicating no significant association with psychosocial adjustment. In this model parents-child relationship has a beta weight of $.00$, $P > .05$, gender has $.02$, $P > .05$ showing no significant strength of association with psychosocial adjustment. Also of interest in the model are the beta weight of $.22$, $P < .05$ and $.27$, $P < .05$ $.23$, $P < .05$ showing degrees of association among personality supertraits and parenting styles, peer group influence, with psychosocial adjustment respectively.

Table 7b: Multicollinearity Diagnosis of Personality Supertraits, Parenting Styles, Parents-Child Relationship, Peer Group Influence, Gender, Age Influence and Psychosocial Adjustment.

Model 6	Correlation Zero-order	Coefficient partial	part	Collinearity Tolerance	Statistics VIF
Constant					
Personality Supertraits	.39	.23	.20	.81	1.24
Parenting Styles	.45	.26	.22	.69	1.44
Parent-child relationship	.10	.00	.00	.96	1.05
Peer group influence	.42	.24	.20	.77	1.30
Gender	.08	.03	.02	.97	1.03
Age	-.03	.04	.04	.96	1.04

Although, there was a significant relationship in some variables as shown in figure 6, this association did not reduce the power of each of the variables for explaining psychosocial adjustment. This evidence is shown by the outcome of the multicollinearity diagnostic statistics in the tolerance values of $.81$, $.69$, $.96$, $.77$, $.97$ and $.96$ with variance inflation factors (VIF) of 1.24 , 1.44 , 1.05 , 1.30 , 1.03 , and 1.04 . These values pass through the

multicollinearity test and indicate that there is an absence of multicollinearity problem. Therefore, the conclusion was drawn that personality supertraits, parenting styles, and peer group influence, constitute a good model for explaining variance in psychosocial adjustment, while parents-child relationship, gender, and age have no association with psychosocial adjustment.

Research Question7. Hypothesis 7.

The research question 7: Is there any relationship between the emotional stability and psychosocial adjustment among undergraduates in Niger Delta Region?

This hypothesis 7 states that there is no significant relationship between emotional stability and psychosocial adjustment. The data gathered for this study are analyzed and the data output are presented in Tables 8a and 8b

Table 8a: Multiple Correlation and Multiple Regression Analysis of Emotional Stability and Psychosocial Adjustment.

Table 7 R	R ²	R ² (adjusted)	Standard Error of the Estimate		
.46	.21	.21	7.09		
ANOVA (a)					
Table 7	SS	df	MS	F	P
Regression	12714.68	7	6357.34	126.596	.00
Residual	47154.46	939	50.22		
Total	59869.15	941			
Variables in the Equation					
Table 7	Understandardized		Standardized Coefficient		
	Coefficient				
	B	SEB	BETA	t	P
Constant	22.92	2.31		9.94	.00
Emotional Stability	.63	.08	.30	8.23	.00

Predictors: (constant), Emotional stability. Dependent variable: Psychosocial adjustment

The results in table 4.8a showed a multiple correlation output of .46 which revealed that there is a positive linear relationship between emotional stability factors and psychosocial adjustment. The computed $F(1,939) = 126.596$, $P < .05$. Hypothesis 7 was therefore rejected and the alternative holds true. This indicated that there is a significant correlation between emotional stability and psychosocial adjustment. The conclusion can be drawn that emotional stability linearly correlated with psychosocial adjustment. The R^2 adjusted value of .21 showed that 21 % of the variance in psychosocial adjustment was accounted for by emotional stability factor. This is the effect size of the antecedent variables on the criterion, that is, psychosocial adjustment of the undergraduates indicating practical significance at the 95% confidence interval. In other words, a unit change in the standard deviation of the measures of emotional stability factors will account for a 21% change in the psychosocial adjustment of the undergraduates. The significant “constant” t – value (9.94, $P < .05$) showed that there are some other potent variables which were not included in the study. The Beta weight for emotional stability variable was found significant, $Beta = .30$, $t = 8.23$, $p < .05$.

In order to confirm or certify that no spurious relationship was established as a result of the inter-correlation among the independent variables, the multicollinearity testing was carried out. The result is presented in table 8b.

Table 8b. Multicollinearity Diagnosis of Emotional stability Variable.

	Correlation	Coefficient		Collinearity statistic	
	Zero – order	Partial	Part	Tolerance	VIF
Constant					
Emotional Stability	.43	.26	.24	.64	1.55

The zero – order coefficient of .43 is an indication of the correlation between emotional stability and psychosocial adjustment of the undergraduates. The partial correlation

coefficient of .26 indicates the strength of relationship between emotional stability variable and undergraduates' psychosocial adjustment. The part correlation was .24. The tolerance coefficient of .64 was high and indicated that there was no collinearity problem between the independent and dependent variables in applying tolerance in data interpretation. The rule is, if any of the tolerances is small, less than 0.10, multi collinearity may be a problem. It was not so in this case.

Research Question 8 and Hypothesis 8

The research question 8: Is there any relationship among emotional stability, extraversion and psychosocial adjustment among undergraduates in Niger Delta Region? The answer to this question was addressed in the hypothesis 8. Hypothesis 8 states that there is no significant relationship among emotional stability, extraversion and psychosocial adjustment. In testing hypothesis 8, Multiple Correlation and Multiple Regression Analysis was computed and the results are presented in table 9a and figure 7 showing the path analytic model of emotional stability, extraversion and psychosocial adjustment.

Table 9a Multiple Correlation and Multiple Regression Analysis of Emotional Stability, Extraversion and Psychosocial Adjustment.

Table 8	R	R ²	R ² (adjusted)	Standard error of the estimate	
	.47	.22	.22	7.05337	
ANOVA (b)					
Table 8	SS	df	MS	F	P
Regression	13203.68	8	4401.23	88.47	.00
Residual	46665.47	938	49.75		
Total	59869.15	941			
Variables in the Equation					
Table 8	Understandardized Coefficient		Standardized coefficient		
	B	SEB	BETA	t	P
Constant	23.40	2.30		10.17	.00
Emotional Stability	.60	.08	.28	7.84	.00
Extraversion	-.33	.11	-.10	-3.14	.00

Predictors: (constant) Emotional Stability, Extraversion. Dependent Variable: Psychosocial Adjustment P<.05

The results in table 9a showed a multiple correlation output of .47, which revealed that there is a positive linear relationship among emotional stability, extraversion and psychosocial adjustment of undergraduates. The computed $F(8,938) = 88.47$, $P < .05$. Hypothesis 8 was therefore rejected. This indicated that there is a significant correlation among emotional stability, extraversion and psychosocial adjustment. The R^2 adjusted value of .22 indicated that 22% of the variance in psychosocial adjustment of undergraduates was due to the collective impact of emotional stability and extraversion. Out of the amount, extraversion accounted for 1% amount of variance while emotional stability, accounted 21% amount of variance in psychosocial adjustment respectively.

In order to remove the influence of other variables and avoid spurious relationship, the beta weight was computed for the extraversion. The computed beta weight of $-.10$, $t = -3.14$, $P < .05$. The conclusion was drawn that extraversion alone can explain psychosocial adjustment without the influence of other variables.

This observed degree of association among emotional stability, extraversion and psychosocial adjustment as shown in the Beta weight in table 9a are used for further illustration in the path analytic model in figure 7.

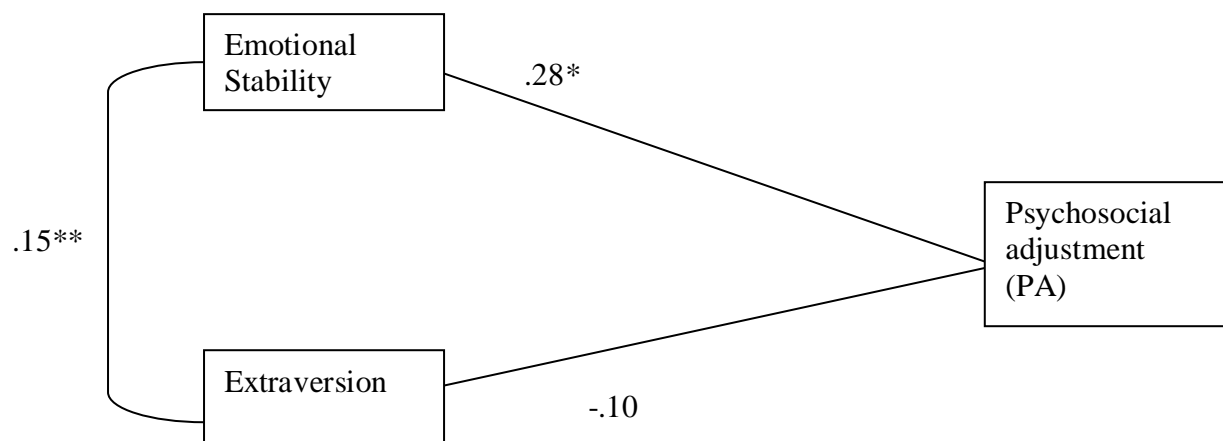


Fig. 7. Path model showing the Degree of Association among Emotional stability, extraversion and Psychosocial Adjustment of Undergraduates.

As shown in the path model, there is a significant relationship between emotional stability, extraversion with a standardized beta weight .28 and -.10 respectively. Also when the effects of other variables were extracted from the regression model, each of the independent variables of emotional stability, extraversion yielded standardized beta weights of .28 and -.10 respectively indicating a significant extent of their association with psychosocial adjustment of undergraduates. Although there was a significant intercorrelation or covariation between the two independent variables, this association did not reduce the power of each of the variables for explaining psychosocial adjustment. This is shown by the outcome of the multicollinearity diagnostic statistic in the tolerance value of .84 and variance influence factor of 1.20. These values indicate that there is an absence of Multicollinearity problem. This is show in table 4.9b.

Table 9b: Multicollinearity Diagnosis of Emotional Stability, Extraversion and Psychosocial Adjustment.

Table 8	correlation	coefficient	collinearity statistic		
	Zero-order	partial	part	Tolerance	VIF
Constant					
Emotional Stability	.43	.25	.23	.64	1.58
Extraversion	.45	-.10	-.09	.84	1.20

The zero-order coefficients are indication of the bivariate correlation of emotional stability, extraversion and psychosocial adjustment. The partial correlation is a measure of the strength of correlation between emotional stability, extraversion and psychosocial adjustment indicating that there is a positive linear relationship.

Research Question 9 and Hypothesis 9

Research question 9: Is there any relationship among openness, emotional stability, extraversion and psychosocial adjustment among undergraduates in the Niger Delta Region? The answer to this question was addressed in hypothesis 9. Hypothesis 9 states that there is no significant relationship among openness, emotional stability, extraversion and psychosocial adjustment among undergraduates in the Niger Delta Region. The data gathered for this study is analyzed and the data output is presented in table 10a.

Table 10a: Multiple Correlation and Multiple Regression Analysis of Openness, Emotional Stability, Extraversion and Psychosocial Adjustment.

Table 9	R	R ²	R ² (Adjusted)	Standard error of the estimate	
	.47	.22	.22	7.03991	
ANOVA (C)					
Table 9	SS	df	MS	F	P
Regression	13431.14	9	3357.78	67.751	.00
Residual	46438.01	937	49.56		
Total	59869.15	941			
Variables in the Equation					
Table 9	Unstandardized	coefficient	Standardized	coefficient	
	B	SEB	BETA	t	P
Constant	24.91	2.40		10.37	.00
Emotional Stability	.51	.09	.24	5.98	.00
Extraversion	-.38.	.11	-.11	-3.52	.00
Openness	-.19	.09	-.08	-2.14	.03

Predictors (Constant): Emotional Stability Extraversion, and Openness. Dependent Variable: Psychosocial Adjustment

***Significant P>. 05**

The results in table 10a showed a multiple correlation output of .47 which revealed that there is a positive linear relationship among openness, emotional stability and extraversion. The computed $F(9.937) = 67.751$, $P > .05$. Hypothesis 9 is accepted. This is an indication that there is no significant relationship among openness, emotional stability, extraversion and psychosocial adjustment.

The R^2 adjusted value of .22 indicated that 22% of the variance in psychosocial adjustment of undergraduates was due to the collective impact of openness, emotional stability, and extraversion. Openness accounted for 0% amount of variance, emotional stability accounted for 21%, extraversion accounted for 1% amount of variance in psychosocial adjustment. This is the effect size variance accounted for, on the antecedent variables on the criterion, that is, psychosocial adjustment of undergraduates.

To determine the practical relevance of the effect size estimate, the F-change statistics was computed. The computed F- change statistic $R^2 = .00$, $F = 4.59$, $df (1, 937)$, $P > .05$. The conclusion was drawn that 0% change in psychosocial adjustment was accounted for by openness while other factors were held constant. In order to estimate the degree of association or co-variation of openness, emotional stability, and extraversion, there was computed beta weight of $-.08$, $t = -2.14$, $p > .05$. The conclusion drawn was that openness alone did not explain psychosocial adjustment of undergraduates in the absence of other variables. The degree of association among openness, emotional stability, extraversion and psychosocial adjustment as shown Beta weight in table 10 are used for further illustration in the path analytic model in figure 8.

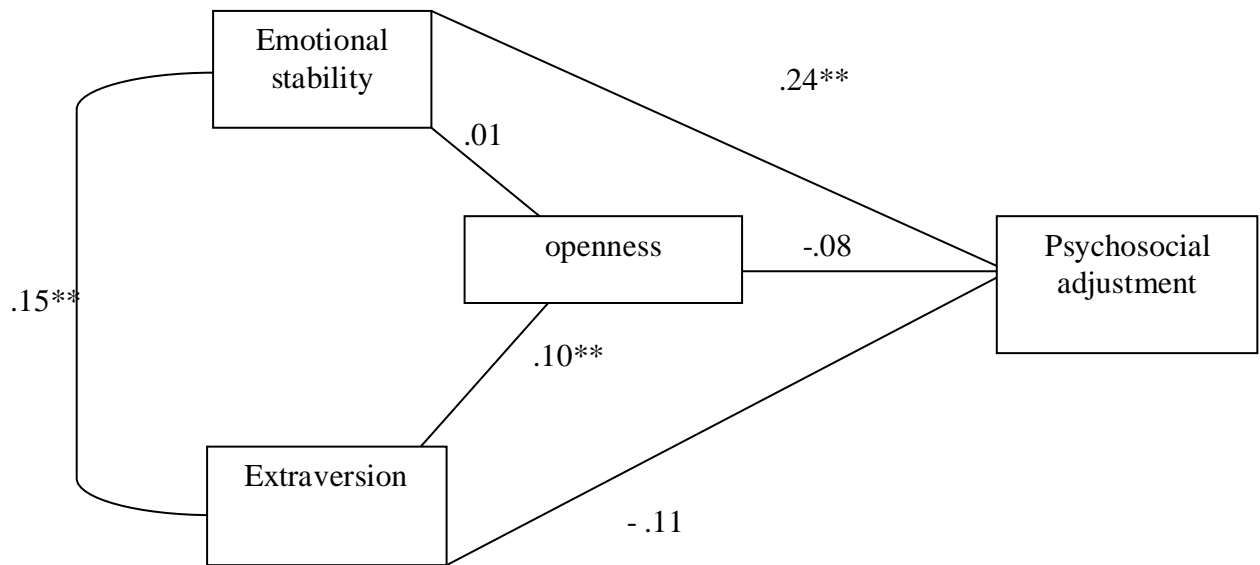


Fig 8: Path Analytic model showing the degree of association among Openness, Emotional stability, Extraversion and Psychosocial Adjustment.

As shown in the path model, there is no significant relationship between openness and psychosocial adjustment with a standardized beta weight value of $-.08$, $p > .05$. Furthermore, from the path model, it is clear that openness was significantly related to emotional stability and extraversion with standardized weight values of $.01$, and $.10$ respectively, $p < .05$.

In order to test whether all three variables could be used to describe a good fit model for explaining psychosocial adjustment behavior, the multicollinearity diagnostic statistics was computed. The results are presented in table 10b.

Table 10b. Multicollinearity Diagnosis of Emotional Stability, Extraversion, Openness and Psychosocial Adjustment

Table 9	Correlation Zero-order	Coefficient partial	part	Collinearity Statistic tolerance	VIF
Constant					
Emotional stability	.43	.19	.17	.50	2.0
Extraversion	.05	-.11	-.10	.80	1.25
Openness	.08	-.07	-.06	.56	1.78

Although there was a significant relationship between emotional stability and extraversion variables as shown in figure 7, this association did not reduce the power of each of the variables for explaining psychosocial adjustment. This evidence is shown by the outcome of the multicollinearity diagnostic statistic in the tolerance value of .50, .80, .56 and variance inflation factor of (VIF) of 2.00, 1.25 and 1.78. These values indicate that there is an absence of multicollinearity problem. The tolerance is the proportion of variability. Its values range from 0 – 10. A value close to 1 indicates that an independent variable has little of its variability explained by the other independent variable. A value close to 0 indicates that a variable is almost a linear combination. There was no multicollinearity problem as shown in table 10b. Therefore, the conclusion was drawn that the two variables of emotional stability, and extraversion constitute a good model for explaining psychosocial adjustment while openness could not.

Research Question 10 and Hypothesis 10

Research question 10: Is there any relationship among agreeableness, emotional stability, extraversion, openness, and psychosocial adjustment among undergraduates in the Niger Delta Region? The answer to this question was addressed in hypothesis 10. Hypothesis 10 states that there is no significant relationship among agreeableness, emotional stability,

extraversion, openness, and psychosocial adjustment among undergraduates in the Niger Delta Region? The data gathered for this study is analyzed and the data output is presented in table 11a.

Table 11a: Multiple Correlations and Multiple Regression Analysis of Agreeableness, Openness, Emotional Stability, Extraversion and Psychosocial Adjustment

Table 10 R		R ²	R ³ (adjusted)		Standard error of the estimate	
		.48	.23	.22	7.04	
ANOVA (D)						
Table 10	SS		DF	MS	F	P
Regression	13511.61		10	2702.32	54.56	.00
Residual	46357.54		936	49.53		
Total	59869.15		941			
Variables in the Equation						
Table 10	Unstandartdized coefficient			Standardized coefficient		
	B	SEB	BETA	t	P	
Constant	24.51	2.42		-10.12	.00	
Emotional						
Stability	.52	.09	.25	6.04	.00	
Extraversion	-.37	.11	-.11	-3.42	.00	
Openness	-.17	.09	-.07	-1.86	.06	
Agreeableness	.14	.11	.04	1.28	.20	

The result in table 11a showed a multiple correlation output of .48 which revealed that there is a positive linear relationship among openness emotional stability, and extraversion, and psychosocial adjustment. The computed $F(10,936) = 54.56$ $P > .05$. Hypothesis 10 was therefore accepted. This indicated that there was no significant relationship among agreeableness, emotional stability, extraversion and psychosocial adjustment.

The R^2 adjusted value of .22 indicated that 22% of the variance in psychosocial adjustment was due to the collective impact of agreeableness, openness, emotional stability and extraversion. Emotional stability accounted for 21%, and extraversion accounted for 1%, openness accounted for 0%, and that means that emotional stability and extraversion accounted for 22% amount of variance in psychosocial adjustment. This is the effect size of

the antecedent variables on the criterion, that is, psychosocial adjustment. agreeableness=0% This simply means that a unit change in the standard deviation of the measure of agreeableness accounted for 0% amount variance in the psychosocial adjustment of undergraduates. To determine the practical relevance of the effect size estimate, the F – change statistics was computed. The computed F – change statistics, $R^2 = .00$, $F = 1.63$, $df = (1,936)$, $P > .05$ and there was computed beta weight = .04, $t = 1.28$, $P > .05$. The conclusion was drawn that the agreeableness as a variable did not explain psychosocial adjustment in the absence of other variables.

The degree of association of agreeableness, openness, emotional stability, extraversion and psychosocial adjustment as shown in beta weight in table 11a are used for further illustration in the path analytic model in figure 9.

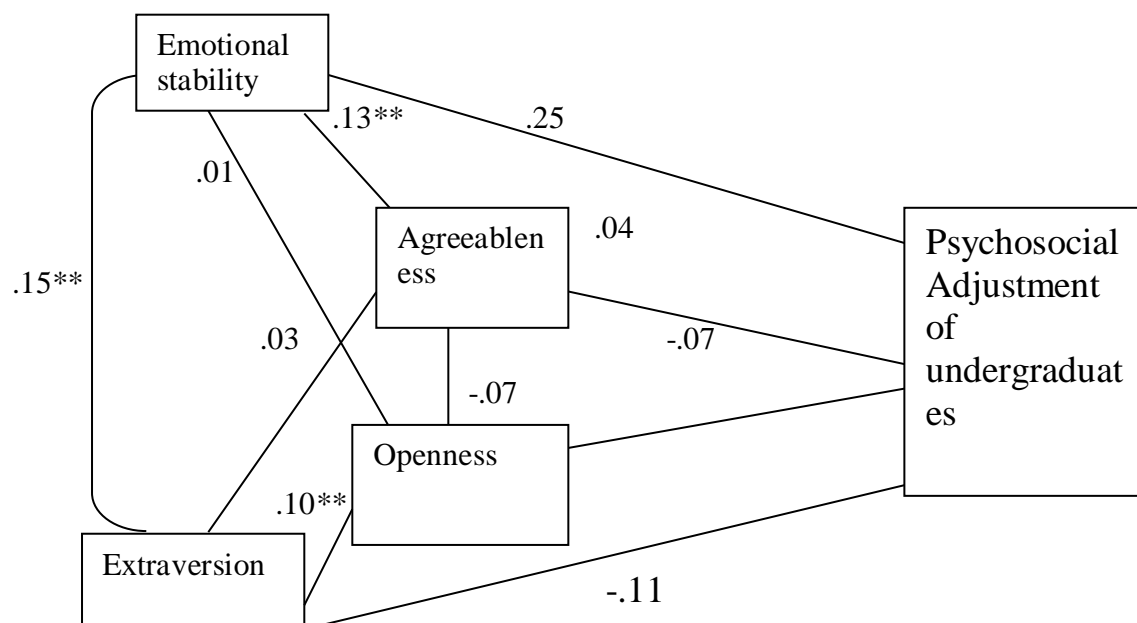


Figure 9: Path model showing the degree of association among agreeableness, openness, emotional stability, extraversion and psychosocial adjustment of undergraduates. ($P > .05$).

From the path model, it is very clear that the agreeableness significantly related to emotional stability, and extraversion with r values of .13, $P < .05$, and .03, $P < .05$, respectively. Meanwhile agreeableness has a beta weight value of .04, $P > .05$, openness has a beta weight of -.07, $P > .05$. Also of interest in this model are the beta weight of .25, $P < .05$ and -.11, $P < .05$, -.07, $P > .05$ showing degrees of association between emotional stability, extraversion, agreeableness, and openness with psychosocial adjustment respectively.

However, in order to test whether these intercorrelated variables could be used to explain the psychosocial adjustment, the multicollinearity diagnostic was computed. The results of data analysis are shown in table 11b

Table 11b: Multicollinearity diagnosis of emotional stability, extraversion, openness, agreeableness and psychosocial adjustment.

Table 10	Correlation Coefficient		collinearity statistics		
	Zero-order	partial	part	Tolerance	VIF
Constant					
Emotional Stability	.43	.19	.17	.50	2.01
Extraversion	.05	-.11	-.10	.79	1.26
Openness	.08	-.06	-.05	.54	1.84
Agreeableness	.12	.04	.04	.94	1.07

association did not reduce the power of each of the variables for explaining psychosocial adjustment. This evidence is shown by the outcome of the multicollinearity diagnostic statistics in the tolerance values of .50, .79, .54 and .94 and variance inflation factors (VIF) of 2.01, 1.26, 1.84 and 1.07. These values pass through the multicollinearity test and indicate that there is an absence of multicollinearity problem. Therefore, the conclusion was drawn that emotional stability and extraversion, constitute a good model for explaining variance in

psychosocial adjustment while openness and agreeableness have no association with psychosocial adjustment.

Research Question 11 and Hypothesis 11.

Research question 11: Is there any relationship among conscientiousness, emotional stability, extraversion, openness, agreeableness and psychosocial adjustment of undergraduates in the Niger Delta Region? The answer to this question was addressed in hypothesis 11. Hypothesis 11 states that there is no significant relationship among conscientiousness, emotional stability, extraversion, openness, agreeableness, and psychosocial adjustment of undergraduates in the Niger Delta Region. In testing hypothesis 11, Multiple Correlation and Multiple Regression analysis was computed and presented in table 12

Table 12a: Multiple correlation and Multiple regression analysis of conscientiousness, emotional stability, extraversion, openness, agreeableness and psychosocial adjustment.

Table 11	R	R ²	R ² (adjusted)	Standard error of the estimate.	
	.49	.24	.23	6.99916	
ANOVA(e)					
Table 11	SS	df	MS	F	P
Regression	14065.19	11	2344.20	47.85	.00
Residuals	45803.96	935	48.99		
Total	59869.15	941			
Variable in the Equation.					
Table 11	Unstandarized Coefficient		Standard Coefficient		
	B	SEB	BETA	t	p
Constant	23.07	2.45		9.42	.00
Emotional Stability	.58	.09	.28	6.65	.00
Extraversion	-.25	.11	-.08	-2.21	.03
Openness	-.12	.09	-.05	-1.36	.18
Agreeableness	.19	.11	.05	1.79	.08
Conscientiousness	.36	.11	.13	3.36	.00

Predictors (Constant): Emotional Stability, Extraversion, Openness, Agreeableness, Conscientiousness. Dependent Variable: Psychosocial Adjustment P<.05

The result in table 12 showed a multiple correlation output of .49 which revealed that there is a positive linear relationship among conscientiousness, emotional stability, extraversion, openness, agreeableness, and psychosocial adjustment. The computed $F(11, 935) = 47.85$, $P < .05$. Hypothesis 11 was therefore rejected. This indicated that there was a significant relationship among conscientiousness, emotional stability, extraversion, openness, agreeableness and psychosocial adjustment.

The R^2 adjusted value of .23 indicated that 23% of the variance in psychosocial adjustment was due to the collective impact of conscientiousness, emotional stability,

extraversion, openness, and agreeableness. Conscientiousness accounted for 1% amount of variance, agreeableness accounted for 0%, openness accounted for 0%, emotional stability accounted for 21%, and extraversion accounted for 1% amount of variance in psychosocial adjustment. This is the effect size of the antecedent variable on the criterion, that is, psychosocial adjustment. This simply means that a unit change in the standard deviation of the measure of conscientiousness accounted for 1% amount of variance in the psychosocial adjustment of undergraduates.

To determine the practical relevance of the effect size estimate, the F- change statistic was computed and tested for significance. The computed F-change shows $R^2=.01$, $F \Delta = 11.30$, $df = (1,935)$, $P < .05$. In order to estimate the degree of association or co-variation of conscientiousness, the computed beta weight value = .13, $t = .336$, $P < .05$. The conclusion drawn was that conscientiousness has a significant relationship with psychosocial adjustment because it explained the variance in psychosocial adjustment in the absence of other variables. Therefore the finding revealed at the end of this segment of the findings that openness and agreeableness are not important correlates of psychosocial adjustment.

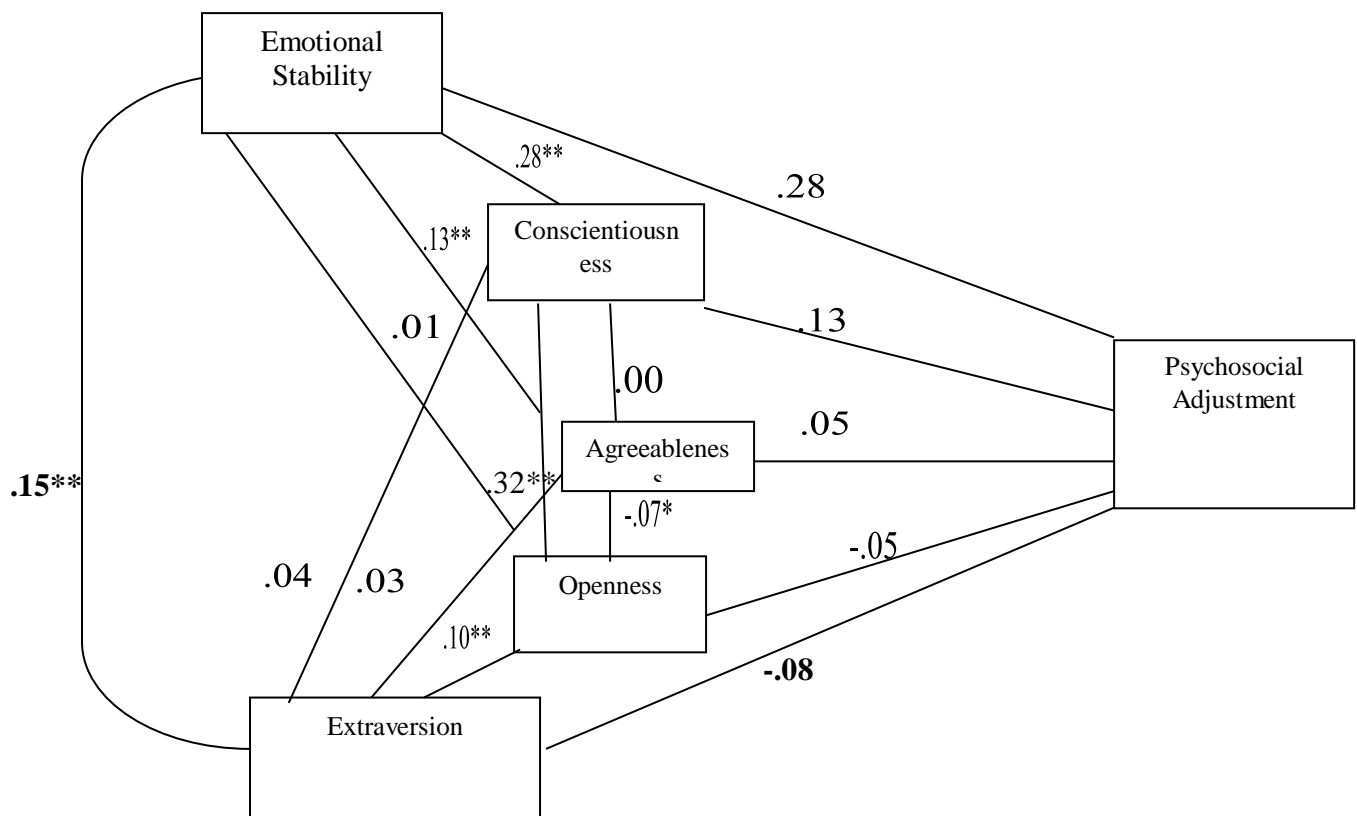


Figure 10: Path Model Showing the Degree of Association among Conscientiousness, Agreeableness, Openness, Emotional Stability, Extraversion and Psychosocial Adjustment of Undergraduates. ($P < .05$).

As shown in the path model, there is a significant relationship between conscientiousness and psychosocial adjustment with a standardized beta weight of .13 $p < .05$. Further more, for the path model, it is very clear that the conscientiousness variable was significantly related to emotional stability and extraversion with correlation output r values of .28, $p < .05$ and .04, $p < .05$ respectively. Conscientiousness also has no significant association with agreeableness. $R = .00$, $p > .05$. Meanwhile conscientiousness has a beta weight value of .13, $p < .05$ indicating a significant association with psychosocial adjustment. Also of interest in this model are the beta weight of .28, $p < .05$, and -.08, $p < .05$ showing how emotional stability, extraversion are associated with psychosocial adjustment.

However, in order to test whether these intercorelated variables could be used to explain the psychosocial adjustment, the multicollinearity diagnosis was computed. The results of data analysis are shown in table 12b.

Table 12b: Multicollinearity diagnosis of emotional stability, extraversion, openness, agreeableness, conscientiousness and psychosocial adjustment.

Table 11	Correlation Zero-order	Coefficient partial	part	collinearity Tolerance	statistics VIF
Constant					
Emotional Stability	.43	.21	.19	.48	2.11
Extraversion	.05	-.07	-.06	.72	1.40
Openness	.08	-.04	-.04	.53	1.89
Agreeableness	.12	.06	.05	.91	1.09
Conscientious ness	.31	.11	.10	.56	1.79

Although, there was a significant relationship among the variables as shown in figure 10. This association did not reduce the power of each of the variables for explaining psychosocial adjustment. This evidence is shown by the outcome of the multicollinearity diagnostic statistics in the tolerance values .48, .72, .53, .91, .56 and variance inflation factors (VIF) of 2.11, 1.40, 1.89, 1.09, 1.79. These values pass through the multicollinearity test and indicate that there is an absence of multicollinearity problem. There, the conclusion was drawn that emotional stability, extraversion, and conscientiousness constitute good model for explaining variance in psychosocial adjustment. Meanwhile, openness, agreeableness did not explain variance in psychosocial adjustment in the absence of other variables.

Research Question 12 and Hypothesis 12:

Research question 12: Is there any relationship between authoritative parenting style and psychosocial adjustment of undergraduates? The answer to this question was addressed in Hypothesis 12. Hypothesis 12 states that there is no significant relationship between authoritative parenting style and psychosocial adjustment of undergraduates. In testing

hypothesis 12, Multiple Correlation and Multiple Regression analysis was computed and presented in Table 13

Table 13a: Multiple Correlation and Multiple Regression Analysis of Authoritative parenting style and Psychosocial Adjustment

Table 12	R	R ²	R ² (adjusted)	Standard Error of the Estimate		
	.46	.21	.21	7.07718		
ANOVA (a)						
Table 12	SS	df	MS	F	P	
Regression	12837.95	12	6418.975	128.16	.00	
Residual	47031.197	939	50.09			
Total	59869.15	941				
Variables in the Equation						
Table 12	Under standardized			Standardized Coefficient		
	Coefficient					
	B	SEB	BETA	t	P	
Constant	22.02	1.90		11.58	.00	
Authorita						
tive	-.08	.02	-.10	-3.47	.00	

Predictors: (Constant), Authoritative Parenting Style. Dependent Variable: Psychosocial Adjustment

The results in table 13a showed a multiple correlation output of .46 which revealed that there is a positive linear relationship between authoritative parenting style factor and psychosocial adjustment. The computed $F(12,939) = 128.16$, $P < .05$. Hypothesis 12 was therefore rejected and the alternative holds true. This indicated that there is a significant relationship between authoritative parenting style and psychosocial adjustment. The conclusion can be drawn that authoritative linearly correlated with psychosocial adjustment. The R^2 adjusted value of .21 showed that 21 % of the variance in psychosocial adjustment was accounted for by authoritative variable. This is the effect size of the antecedent variables on the criterion, that is, psychosocial adjustment of the undergraduates indicating practical significance at the 95% confidence interval. In other words, a unit change in the standard

deviation of the measures of authoritative factors will account for a 21% change in the psychosocial adjustment of the undergraduates. The significant “constant” t – value (11.58, $P < .05$) showed that there are some other potent variables which were not included in the study. The Beta weight for authoritative variable was found significant, $Beta = -.10$, $t = -3.47$, $p < .05$.

In order to confirm or certify that no spurious relationship was established as a result of the inter-correlation among the independent variables, the multicollinearity testing was carried out. The result is presented in table 4.13b.

Table 13b. Multicollinearity Diagnosis of Authoritative Variable.

	Correlation	Coefficient		Collinearity statistic	
	Zero – order	Partial	Part	Tolerance	VIF
Constant					
Authoritative	- .00	- .11	- .10	.95	1.05

There is correlation between authoritative and psychosocial adjustment of the undergraduates. The partial correlation coefficient of -.11 indicates the strength of relationship between authoritative variable and undergraduates’ psychosocial adjustment. The part correlation was -.10. The tolerance coefficient of .95 was high and indicated that there was no collinearity problem between the independent and dependent variables in applying tolerance in data interpretation. The rule is, if any of the tolerances is small, less than 0.10, multi collinearity may be a problem. It was not so in this case.

Research Question 13 and Hypothesis 13

The research question 13: Is there any relationship among authoritative, authoritarian and psychosocial adjustment among undergraduates in Niger Delta Region? The answer to this question was addressed in the hypothesis 13. Hypothesis 13 states that there is no significant relationship among authoritative, authoritarian and psychosocial adjustment. In testing hypothesis 13, Multiple Correlation and Multiple Regression Analysis was computed and the results are presented in table 14 and figure 11 showing the path analytic model of authoritative, authoritarian and psychosocial adjustment.

Table 14a Multiple Correlation and Multiple Regression Analysis of Authoritarian, Authoritative and Psychosocial Adjustment.

Table 13	R	R ²	R ² (adjusted)	Standard error of the estimate	
	.46	.22	.21	7.07539	
ANOVA (b)					
Table 13	SS	df	MS	F	P
Regression	12911.78	13	430393	85.97	.00
Residual	46957.37	938	50.06		
Total	59869.15	941			
Variables in the Equation					
Table 13	Understandardized Coefficient		Standardized coefficient		
	B	SEB	BETA	t	P
Constant	21.92	1.90		11.52	.00
Authoritative	-.08	.02	-.10	- 3.45	.00
Authoritarian	.11	.09	.05	1.21	.23
Predictors: (Constant), Authoritative, And Authoritarian Dependent Variable: Psychosocial Adjustment P>.05					

The results in table 14(a) showed a multiple correlation output of .46, which revealed that there is a positive linear relationship among authoritative, and authoritarian parenting style. The computed $F(13,938) = 85.97$, $P > .05$. Hypothesis 13 was therefore accepted. This

indicated that there is no significant relationship between authoritarian and psychosocial adjustment. The R^2 adjusted value of .21 indicated that 21% of the variance in psychosocial adjustment of undergraduates was due to the collective impact of authoritative, and authoritarian. Out of the amount, authoritarian accounted for 0% amount of variance while authoritative accounted 21% amount of variance in psychosocial adjustment respectively. This is the effect size of antecedent variable on the criterion, that is, psychosocial adjustment. To determine the practical relevance, the effect size estimate was tested for significance using the computed F change statistics. $R^2 = .00$, $F_{\Delta} = 1.48$, $df = (1, 938)$, $P > .05$.

In order to remove the influence of other variables and avoid spurious relationship, the beta weight was computed for the authoritarian. The computed beta weight of .05, $t = 1.21$, $P < .05$. The conclusion was drawn that authoritarian alone can not explain variance in psychosocial adjustment in the absence of other variables.

This observed degree of association among authoritative, authoritarian and psychosocial adjustment as shown in the Beta weight in table 14a are used for further illustration in the path analytic model in figure 11.

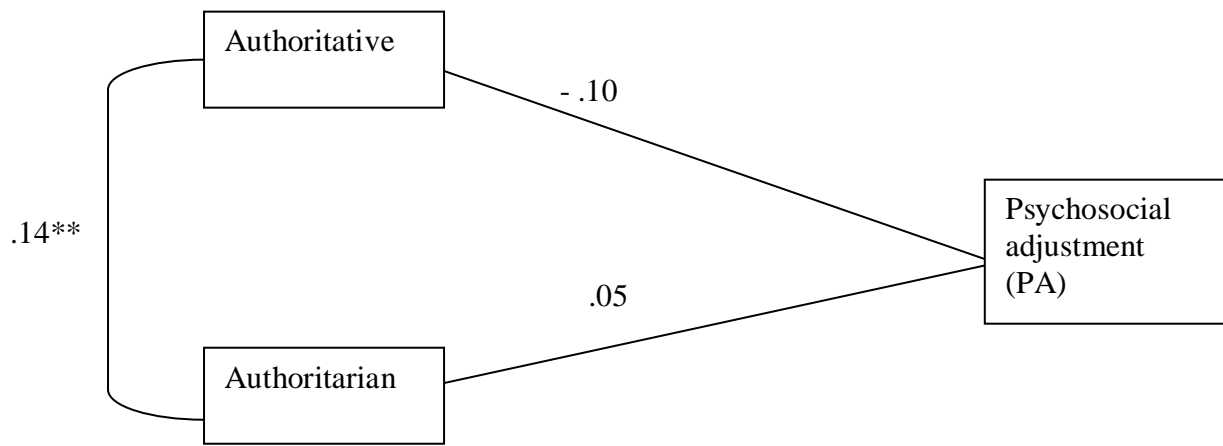


Fig. 11 Path model showing the Degree of Association among Authoritarian, authoritative and Psychosocial Adjustment of Undergraduates.

As shown in the path model, there is no significant relationship between authoritarian and psychosocial adjustment with a standardized beta weight $-.10$ and $.05$ respectively. Also when the effects of other variables were extracted from the regression model, each of the independent variables of authoritative, and authoritarian yielded standardized beta weights of $-.10$, and $.05$ respectively indicating the extent of their association with psychosocial adjustment of undergraduates. Although there was a significant intercorrelation or co variation between the independent variables, this association did not reduce the power of each of the variables for explaining psychosocial adjustment. This is shown by the outcome of the Multicollinearity diagnostic statistic in the tolerance value of $.54$ and variance influence factor of 1.84 . These values indicate that there is an absence of Multicollinearity problem. This is show in table 14b.

Table 14b: Multicollinearity diagnosis of authoritative, authoritarian and psychosocial adjustment.

Table 13	correlation	coefficient	collinearity statistic		
	Zero-order	partial	part	Tolerance	VIF
Constant					
Authoritative	-.00	-.11	-.10	.95	1.05
Authoritarian	.33	.04	.04	.54	1.84

The zero-order .33 coefficient is an indication of the bivariate correlation of authoritative and authoritarian. The partial correlation is a measure of the strength of correlation between authoritative, authoritarian and psychosocial adjustment indicating that there is a positive linear relationship.

Research Question 14 and Hypothesis 14

Research question 14: Is there any relationship among neglectful, authoritative, authoritarian, and psychosocial adjustment among undergraduates in the Niger Delta Region? The answer to this question was addressed in hypothesis 14. Hypothesis 14 states that there is no significant relationship among neglectful, authoritative, authoritarian and psychosocial adjustment among undergraduates in the Niger Delta Region. The data gathered for this study is analyzed and the data output is presented in table 15a.

Table 15a: Multiple correlation and multiple regression analysis of neglectful, authoritative, authoritarian and psychosocial adjustment.

Table 14	R	R ²	R ² (Adjusted)	Standard error of the estimate		
	.47	.22	.21	7.07575		
ANOVA (C)						
Table 14	SS	df	MS	F	P	
Regression	12957.04	14	3239.26	64.70	.00	
Residual	46912.11	937	50.07			
Total	59869.15	941				
Variables in the Equation						
Table 14	Unstandarized	coefficient	Standardized	coefficient	P	
	B	SEB	BETA	t		
Constant	22.10	1.91		11.56	.00	
Authoritative	-.08	.02	-.10	-3.31	.00	
Authoritarian	.14	.10	.06	1.45	.15	
Neglectful	.08	.08	.05	.95	.34	

Predictors: (constant), authoritative, authoritarian, neglectful, Dependent variable: Psychosocial adjustment. *Significant P>. 05

The results in table 15a showed a multiple correlation output of .47 which revealed that there is a positive linear relationship among neglectful, authoritative and authoritarian. The computed $F(14,937) = 64.70, P > .05$. Hypothesis 14 is accepted. This indicated that there is no significant relationship among neglectful, authoritative, authoritarian and psychosocial adjustment. The R^2 adjusted value of .21 indicated that 21% of the variance in psychosocial adjustment of undergraduates was due to the collective impact of neglectful, authoritative and authoritarian. Neglectful accounted for 0% amount of variance, authoritative 21%, authoritarian accounted for 0% amount of variance in psychosocial adjustment. This is the effect size variance accounted for, on the antecedent variables on the criterion, that is, psychosocial adjustment of undergraduates.

To determine the practical relevance of the effect size estimate, the F-change statistic was computed. The computed F-change statistic $R^2 = .00, F\Delta = .90, df(1,937), P > .05$. The conclusion was drawn that 0% change in psychosocial adjustment was accounted for by neglectful while other factors were held constant. In order to estimate the degree of association or co-variation of neglectful, authoritative, authoritarian, there was computed Beta weight of .05, $t = .95, P > .05$. The conclusion was drawn that neglectful as a variable did not explain variance in psychosocial adjustment of undergraduates in the absence of other variables.

The degree of association among neglectful, authoritative, authoritarian and psychosocial adjustment as shown Beta weight in table 15a are used for further illustration in the path analytic model in figure 12.

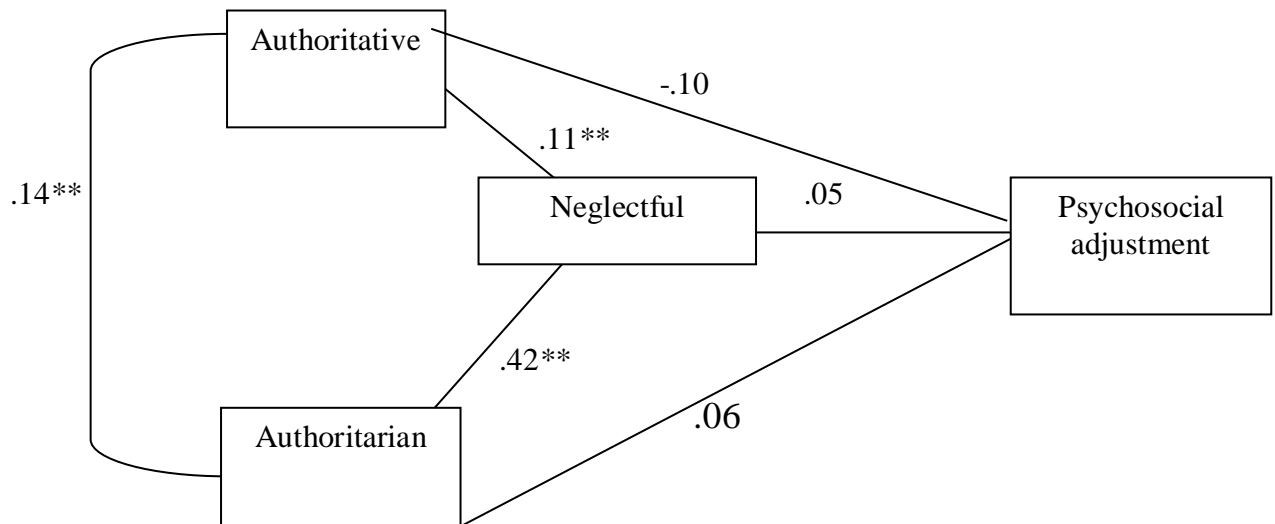


Fig 12: Path model of the relationship among neglectful, authoritative, authoritarian and psychosocial adjustment.

As shown in the path model, there is no significant relationship between neglectful and psychosocial adjustment with a standardized beta weight value of .05, $p > .05$. Furthermore, from the path model, it is clear that neglectful was significantly related to authoritative, authoritarian with r values of .11, and .42 respectively, $p < .05$.

In order to test whether all three variables could be used to describe a good fit model for explaining psychosocial adjustment behavior, the multicollinearity diagnostic statistics was computed. The results are presented in table 15b.

Table 15b: Multicollinearity Diagnosis of Authoritative, Authoritarian neglectful and Psychosocial Adjustment

Table 14					
	Correlation Zero-order	Coefficient partial	part	Collinearity Statistic tolerance	VIF
Constant					
Authoritative	-.00	-.11	-.10	.94	1.06
Authoritarian	.33	.05	.04	.49	2.04
Neglectful	.38	.03	.03	.30	3.38

Although there was a significant relationship between authoritative, authoritarian and neglectful variables as shown in figure 11, this association did not reduce the power of each of the variable for explaining psychosocial adjustment. This evidence is shown by the outcome of the multicollinearity diagnostic statistic in the tolerance value of .94, .49, .30 and

variance inflation factor of (VIF) of 1.06, 2.04 and 3.38. These values indicate that there is an absence of multicollinearity problem. The tolerance is the proportion of variability. It's value ranges from 0 – 10. A value close to 1 indicate that an independent variable has little of its variability explained by the other independent variable. A value close to 0 indicates that a variable is almost a linear combination. There was no multicollinearity problem as shown in table 15b Therefore, the conclusion was drawn that the variables authoritarian and neglectful did not constitute a good model for explaining Psychosocial Adjustment.

Research Question 15 and Hypothesis 15:

Research question 15: Is there any relationship among indulgent, authoritative, authoritarian, neglectful and psychosocial adjustment of undergraduates? The answer to this question was addressed in Hypothesis 15. Hypothesis 15 states that there is no significant relationship among indulgent, authoritative, authoritarian, neglectful and psychosocial adjustment of undergraduates. In testing hypothesis 15, Multiple Correlation and Multiple Regression analysis was Computed and presented in Table 16a

Table 16a: Multiple correlations and multiple regression analysis of indulgent, authoritative, authoritarian, neglectful and psychosocial Adjustment

Table 15.		R ²	R ³ (adjusted)	Standard error of the estimate		
		.47	.22	.21	7.07246	
ANOVA (D)						
Table 15	SS		DF	MS	F	P
Regression	13050.76		15	2610.15	52.18	.00
Residual	46818.38		936	50.02		
Total	59869.15		941			
Variables in the Equation						
Table 15	Unstandartdized coefficient			Standardized coefficient		
	B	SEB	BETA	t	P	
Constant	22.12	1.91		11.57	.00	
Authoritative	-.08	.02	-.10	-3.27	.00	
Authoritarian	.15	.10	.06	1.55	.12	
Neglectful	.09	.08	.06	1.06	.29	
Indulgent	.04	.03	.04	1.37	.17	

Predictors (constant) authoritative, authoritarian and neglectful and indulgent.
Dependent variable: Psychosocial adjustment.

*** P > .05 N = 943**

The result in table 16a showed a multiple correlation output of .47 which revealed that there is a positive linear relationship among indulgent, authoritative, authoritarian and neglectful. The computed $F(15,936) = 52.18, P > .05$. Hypothesis 15 was therefore accepted. This indicated that there was no significant relationship among indulgent, authoritative, authoritarian, neglectful and psychosocial adjustment.

The R^2 adjusted value of .21 indicated that 21% of the variance in psychosocial adjustment was due to the collective impact of indulgent, neglectful, authoritative, and authoritarian. Indulgent accounted for 0% amount of variance, neglectful accounted for 0%, authoritarian accounted for 0%, while authoritative accounted for 21% amount of variance in psychosocial adjustment. This is the effect size of the antecedent variables on the criterion, that is, psychosocial adjustment. This simply means that a unit change in the standard deviation of the measure of indulgent accounted for 0% amount variance in the psychosocial

adjustment of undergraduates. To determine the practical relevance of the effect size estimate, the F – change statistics was computed F – change statistics, $R^2 = .00$, $F\Delta = 1.87$, $df = (1,936)$, $p > .05$. In order to estimate degree of association or co – variation of indulgent, the computed beta weight = .04, $t = 1.37$, $P > .05$. The conclusion was drawn that the indulgent as a variable did not explain variance in psychosocial adjustment of undergraduates in the absence of other variables.

The degree of association of indulgent, neglectful, authoritative, authoritarian and psychosocial adjustment as shown in beta weight in table 16a are used for further illustration in the path analytic model in figure 13.

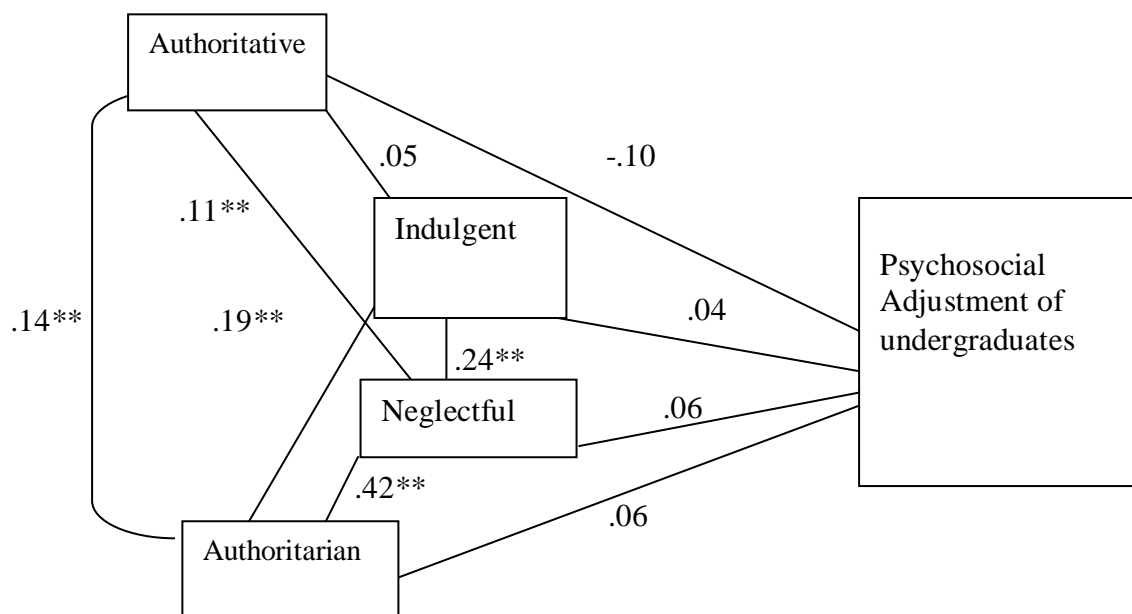


Figure 13: Path model showing the degree of association among indulgent, neglectful, authoritative, authoritarian and psychosocial adjustment of undergraduates. ($P > .05$).

As show in the path model, there is no significant relationship between indulgent and psychosocial adjustment with a standardized beta weight value of .04, $P > .05$. Furthermore, for the path model, it is very clear that the neglectful was significantly related to authoritative, authoritarian with r values of .05, $P < .05$, and .19, $P < .05$ respectively. Indulgent also has a significant association with neglectful. $R = .24$, $P < .05$.

Meanwhile indulgent has a beta weight value of .04, $P > .05$ indicating no significant association with psychosocial adjustment. Also of interest in this model are the beta weight of -.10, $P < .05$ and .06, $P < .05$ showing degrees of association between authoritative, authoritarian with psychosocial adjustment respectively.

However, in order to test whether these intercorrelated variables could be used to explain the psychosocial adjustment, the multicollinearity diagnostic was computed. The results of data analysis are shown in table 16b

Table 16b: Multicollinearity diagnosis of indulgent, authoritative, authoritarian, neglectful, and psychosocial adjustment.

Table 15	Correlation Zero-order	Coefficient partial	part	collinearity Tolerance	statistics VIF
Constant					
Authoritative	-.00	-.11	-.09	.94	1.06
Authoritarian	.33	.05	.05	.49	2.05
Neglectful	.38	.03	.03	.29	3.40
Indulgent	.19	.05	.04	.88	1.13

Although, there was significant relationship between the variables as shown in figure 13. This association did not reduce the power of each of the variables for explaining psychosocial adjustment. This evidence is shown by the outcome of the multicollinearity diagnostic statistics in the tolerance values of .94, .49, .29 and .88 and variance inflation factors (VIF) of 1.06, 2.053, 3.396 and 0.134. These values pass through the multicollinearity test and indicate that there is an absence of multicollinearity problem. Meanwhile authoritarian parenting style, neglectful and indulgent did not explain variance in psychosocial adjustment in the absence of other variables.

Therefore, the finding revealed that parents-child relationship, gender, age, openness, agreeableness, authoritarian parenting style, neglectful, indulgent are not important correlates of psychosocial adjustment while others are.

Summary of Result

The following are the summary of the findings from the study.

- I. There was a significant relationship between personality supertraits and psychosocial adjustment. The proportion of variance in psychosocial adjustment accounted for by personality supertraits was 16%.
- II. There was a significant relationship among personality supertraits, parenting styles and psychosocial adjustment. The contribution of the two variables to psychosocial adjustment was 26%. However, parenting styles accounted for 10% amount of variance in psychosocial adjustment of undergraduates.
- III. Parents-child relationship did not significantly mediate the relationship among personality supertraits, parenting styles and psychosocial adjustment. Parents-child relationship accounted for 0% amount of variance in psychosocial adjustment.
- IV. Peer group influence significantly mediated the relationship among personality supertraits, parenting styles and psychosocial adjustment. Peer group influence accounted for 4% amount of variance in psychosocial adjustment
- V. Gender did not significantly moderate the relationship among personality supertraits, parenting styles and psychosocial adjustment. Gender accounted for 0% amount of variance in psychosocial adjustment.
- VI. Age did not significantly moderate the relationship among personality supertraits, parenting styles, parents –child relationship, peer group influence, gender and psychosocial adjustment. Age accounted for 0% amount of variance in psychosocial adjustment. respectively.
- VII. There was a significant relationship between emotional stability and psychosocial adjustment. The proportion of variance in psychosocial adjustment accounted for by emotional stability was 21%

- VIII. There was a significant relationship among extraversion, emotional stability, and psychosocial adjustment. Extraversion accounted for 1% variance in psychosocial adjustment.
- IX. There was no significant relationship among openness, emotional stability, extraversion and psychosocial adjustment. Openness accounted for 0% amount of variance in psychosocial adjustment. This means that openness did not explain variance in psychosocial adjustment of undergraduates in the absence of other variables.
- X. Agreeableness accounted for 0% amount of variance in psychosocial adjustment and it did not explain variance in psychosocial adjustment of undergraduates in the absence of other variables.
- XI. There was a significant relationship among conscientiousness, emotional stability, extraversion and psychosocial adjustment. Conscientiousness accounted for 1% variance in psychosocial adjustment. Emotional stability, extraversion, and conscientiousness significantly correlate psychosocial adjustment. The effect size of the variables was 23%. Out of these, emotional stability has 21%, being the most relevant correlates of psychosocial adjustment. Next in the importance are extraversion and conscientiousness which had 1% each.
- XII. There was a significant relationship between authoritative parenting style and psychosocial adjustment. The proportion of variance in psychosocial adjustment accounted for by authoritative was 21%.
- XIII. Authoritarian parenting style accounted for 0% amount of variance in psychosocial adjustment and it did not explain variance in psychosocial adjustment in the absence of other variables.

- XIV. Neglectful accounted for 0% amount of variance in psychosocial adjustment and it did not explain variance in the psychosocial adjustment in the absence of other variables.
- XV. Indulgent parenting style accounted for 0% amount of variance in psychosocial adjustment and did not explain variance in psychosocial adjustment in the absence of other variables. The proportion of variance in psychosocial adjustment accounted for by indulgent was 0%. Authoritative parenting style has effect size of 21% which is significantly a correlate of psychosocial adjustment.

Discussion of Results

Personality Supertraits and Psychosocial Adjustment

Arising from the findings listed above, the following discussions are made in this study in relation to how the findings agree or disagree with the materials reviewed in literature as well as current issues in the area under study. The findings of hypothesis one revealed that there was significant relationship between personality supertraits of undergraduates social skill, self confidence, worthlessness, withdrawal, permissiveness, self pity, self-esteem, discouragement, friendliness, being reserved and having leadership quality, being creative and imaginative, preferring variety, being independent, active, being soft hearted, trusting, being organized, hardworking and goal achieving oriented skill, discipline, carefulness submissiveness and psychosocial adjustment of undergraduates. An undergraduate is characterized with biological and psychological traits inherent in him which consolidate his interpersonal interactions with others. Most of the undergraduates are in their adolescence age and this period is marked by emotionality as a result of social change and expectations.

Psychological aspect is characterized by an acceleration of cognitive development and a consolidation of personality formation. This agrees with the work of Erickson (1968) which conceptualized an eight stage life span of psychosocial development that extended from birth

to old age, which incorporated the adolescence (undergraduates) period and its developmental challenges. He believes that human personality develops through a series of biological and pre-determined slip which under conditions of normal development move the individual (undergraduates) from a stage of complete self gratification and dependency to a state of independent operation and natural regulation with another in a social world (university environment). The above attributes make undergraduates constitution. For undergraduates to adjust well with other colleagues, he needs to possess the above positive attributes. Those with the negative attributes may end up frustrated in the university and miss their academic goal. This means that undergraduates' attributes to academic work, (whether positive or negative), interest (good or bad) emotional disposition (love or hatred, happiness or unhappiness, friendliness or unfriendliness) are highly predetermined by the traits. This means that undergraduates with positive attributes will have positive psychosocial adjustment and will be more committed to their academics. This agrees with the work of these authors (Costa and Mc Rae, 1992, Buss 1995, Santrock 1977) who concluded that in comparison to less-well adjusted student, the well adjusted students have better personality adjustment, more self controlled, emotionally stable, more self confident, more trusting and helpful, careful, disciplined and organized. To these undergraduates, this is a period of active psychosocial adjustment. They are exploring personal relationships and independence and developing a sense of self. Some of them want to adjust quickly to facts and figures gathered from new friends and academic environment outside home. To them, it is a period of developing close committed and secured relationship with others. Undergraduates need to be guided and counselled so that they will not make mistakes that they will regret in future.

Counsellors in schools should note that undergraduates have much autonomy and independency than they did in the past and parental involvement in the life of adolescents

and parental guidance is declining. Counsellors have a great deal of work in dealing with undergraduates' psychosocial adjustment. University counsellors should use all skills available at their disposal to assist these undergraduates just as Okobiah & Okorodudu (2006) rightly said that the training acquired by the professional counsellors in the universities which include courses in psychology such as educational psychology, developmental psychology, child and adolescent psychology, theories of personalities , psychotherapy and behaviors modification will provide an understanding of psychological foundations of guidance and counselling which will enable these counsellors assist the undergraduates to overcome their psychosocial adjustment challenges. Opportunity should be created by these counsellors to enable the undergraduate open up and talk about there problems to the counsellors.

Personality supertraits and parenting styles as correlates of psychosocial adjustment of undergraduates.

The finding of this study revealed that personality supertraits and parenting styles correlate with psychosocial adjustment of undergraduates. This study revealed that there was significant relationship among personality supertraits, parenting styles and psychosocial adjustment of undergraduates. This finding clearly indicated that personality supertraits comprises biological and psychological traits inherent in an individual which affect the undergraduate in addition to the parenting styles which is related to rules, regulations, patterns parents employ had significant relationship with psychosocial adjustment of undergraduates. This finding indicated that some parents employ the best parenting style (the authoritative parenting style) to their undergraduates while others still use other parenting styles that are not encouraging. The result of this study has lent to the fact that the undergraduates (adolescents) behavioural attitudinal display in our universities has some parenting styles undertone.

According to Odebunmi (2007) parents are God-provided mentors to the children. Parents and parent substitutes should endeavour to provide the needed warmth, love, care and whatever it takes to assist the child to grow properly. According to him, homes should be run in a democratic relaxed manner and students should be part of decision making bodies at home once they are grown up to participate. Okorodudu et al (1989) opined that in every psychological therapy “Talking” plays a most important function in the process of proffering solution. Talking is a clarifying process which creates room for clarification of issues. They explained that talking helps people (undergraduates) to define what they think. This means talking provides the good opportunity to bring ideas into sharper focus. It is a forum to point out possible dangers in every line of thought. This means that the counsellors in the universities should provide forum to engage the undergraduates in the working out their challenges.

Increased family conflict and tension often occur during the time adolescents are in the family (Benketal, 2005; Worden, 1992). The Nigerian society no longer allow most parents to concentrate on the undergraduates by stressing on positive values about acceptable norms and values as it relates to psychosocial adjustment. It seems that these days there is more encouragement of vices in contemporary times than what it was in years ago.

Parents- child relationship, personality supertrait and parenting styles as correlates of psychosocial adjustment.

The findings of this hypothesis three revealed that parents-child relationship did not mediate the relationship among personality supertraits, parenting styles and psychosocial adjustment as it did not explain variance in the absence of other variables. This implies that parents-child relationship has no significant influence on psychosocial adjustment. This finding specifically reveals that parents-child relationship alone can not significantly account for psychosocial adjustment. There was a positive linear correlation between parents- child relationship and personality supertrait. There was positive correlation between parents - child

relationship and parenting styles. The findings of this study revealed that the variable of parents-child relationship is partially crucial in psychosocial adjustment. It is not mediated by a linear relationship between the variables. This outcome of the study is contrary to the work of Whitehead (1993) which explain that home (parents-child relationship) is a determinant of undergraduate's law keeping or law violating behaviour. That family is the first relationship and most parents-child interactions have later implication because the family is the setting in which each of us learns how to deal with another people. This finding is against the view of Ochei (1983) that postulated that the earliest agency of education and socialization is the home where the child is taught his first lesson by his parents, brothers and sisters and play mates and by general condition at home. Any disjunction in an orderly family structure could be expected to have a negative impact on the undergraduates' psychosocial adjustment. Students who have experienced family breakup are more likely to demonstrate behaviour problems and hyperactivity than children in intact families (Brady, Bray, Zeeb, 1986).

Peer group influence, personality supertraits, parenting styles as correlates of psychosocial adjustment.

This study reveals in this hypothesis four that peer group influence had a significant mediating impact in the relationship among personality supertraits, parenting styles, parents-child relationship and psychosocial adjustment. The study affirmed that peer group influence alone can explain psychosocial adjustment. In this model, a chain of relationship have been established namely, that there is a positive relationship between peer group influence and personality supertraits and psychosocial adjustment, a positive relationship between peer group influence, parenting styles and psychosocial adjustment. It is important that home should pay attention to the peer groups their undergraduates move with.

The positive relationship between peer group influence, personality super traits, parenting styles, parents- child relationship and psychosocial adjustment gives credence to the fact that peer group influence is an important concept in psychosocial adjustment of undergraduates. This finding agrees with the work of Werner Wilson (2004) that affirms that generally, adolescents (undergraduates) males and females report similar perceptions of peer group influence but males are more likely to submit to peer group influence. Similarly, Udry and Billy (1985) studies correlate the findings of this study. Their study revealed that psychosocial adjustment challenges or vices occurred via acquisition of friends who have similar criminal behaviors. Being accepted by peers has important implication for psychosocial challenges and adjustment. Positive peer relationships during this period (adolescence and early adulthood) have been linked to positive psychosocial adjustment. For example, those who are accepted by their positive friends peers and have mutual friendship have found to have better self -image as an undergraduate and to perform better in the university.

Alford (2004) found that 80% of criminals cited peer group influence from friends as a factor in participating in these psychosocial adjustment challenges for the first time. Davis Harris (1994) findings revealed that same-sex peers are a major source of information about criminal acts and peers provide setting where criminality can occur. It is needful to say that peer socialization among undergraduates is a very strong factor in participating in vices, and information that parents do not pass across to their children about vices like adolescence sexuality, armed robbery, kidnapping get across to them through their peers. Undergraduates need adults who can help them to withstand peer group influence and find alternative groups that will accept them. This brings into focus the issue of adolescents (undergraduates) and interpersonal problems, which if not well managed may bring about social isolation among peer rejected undergraduates and such undergraduates will be at much greater risk for

psychosocial difficulties during adulthood. There is increased influence of peer group influence during the adolescent (undergraduate) period. To sustain undergraduates' interest and to guide undergraduates in the development of healthy social relationships, it is important that universities organize variety of activities where undergraduates can interact with each other. According to Eckert, Jocks and Burnoutis, (1989), antisocial students seek like-minded peers for criminal association. Undergraduates who maintain friendship with antisocial friends are likely to become delinquent regardless of their own personality makeup or the type of supervision they received at home.

Gender and Psychosocial Adjustment

The study reveals in hypothesis five that there was no significant relationship between gender of undergraduates and their psychosocial adjustment. This very finding is very surprising given the fact that the popular belief is that gender would normally have a significant impact in psychosocial adjustment of undergraduates. Gender as it relates to this study refers to the socio-culture dimension of being female or male. It is argued that gender affects the psychosocial adjustment of undergraduates. The reason for the argument may be attributed to the fact that today male undergraduates appear physically stronger. This finding from this study disagrees with the works of Anderson and Aymani, 1993, Berman, Gladue and Taylor 1993, Moskowitz, 1993; Wilson et al, 1996, that postulated that today's male undergraduates are more aggressive and dominant, more strongly motivated to engage in criminal activities and more willing to take risk than today's female undergraduates. In this study, gender had no significant relationship with psychosocial adjustment, no moderating impact as it did not explain variance in the absence of other variables. However, when planning activities in the universities for undergraduates, equal opportunities should be given to both male and female undergraduates.

Age and Psychosocial Adjustment.

It was discovered that age has no moderating impact on the relationship among personality supertraits, parenting styles and psychosocial adjustment as it did not explain variance in psychosocial adjustment. There is no significant relationship among age, gender, personality supertraits, parenting styles, parents-child relationship, peer group influence and psychosocial adjustment.

In this finding, from these variables under investigation, personality supertraits, parenting styles, peer group influence, are correlates of psychosocial adjustment. It was revealed that there was no significant positive correlation among parents-child relationship, gender age and psychosocial adjustment. Significant inverse correlation was noted between age and parenting styles and age peer group.

Emotional Stability and Psychosocial Adjustment.

The finding of hypothesis seven in table 4.8a revealed that there was significant relationship between emotional stability and psychosocial adjustment. This finding clearly indicates that emotional stability of undergraduates can determine the psychosocial adjustment. This finding agrees with the works of Plutchik (1967- 1980) ; Derville (1977) ; which said that emotionally stable undergraduates have capacity of facing the reality of life, maintain warmth, calmness (higher Ego strength), self satisfied, show evidence of happiness, less signs of depression and show maturity of attitude by being able to resolve successfully specific crisis that they face at each stage and such undergraduates are well adjusted in their interpersonal relationship with colleagues and other people.

Counsellors in the universities should note that undergraduates (adolescents) are more emotionally involved now than they did in the past and parental involvement in the lives of undergraduates in terms of parental guidance is declining. Counsellors have a great deal of

work in dealing with undergraduates' psychosocial adjustment. Adolescence (undergraduate) is characterized by profound biological, psychological and social developmental changes and the psychological aspect is characterized by an acceleration of cognitive development and a consolidation of personality formation. The undergraduate (adolescent) is marked by emotionality as a result of social changes and expectations.

Extraversion and emotional stability as correlates of psychosocial adjustment.

The finding of this study revealed that extraversion and emotional stability correlate with psychosocial adjustment. This study revealed that there was a significant relationship among extraversion, emotional stability and psychosocial adjustment. The finding clearly indicated that extraversion factors which is related to being sociable, fun loving, affectionate had significant relationship with psychosocial adjustment of undergraduates. This agrees with the work of Eysenck (1965) which affirms that an extrovert is sociable, likes parties, has many friends, needs to have people to talk to, and do not like studying by him. An extrovert craves excitement, takes chances, often sticks his neck out, acts on the spur of the moment, and is generally an impulsive individual. Parents and university counselors should create forum and talks where the undergraduate excesses should be mentioned for their benefit.

Openness, emotional stability, extraversion as correlates of psychosocial adjustment.

This study reveals in hypothesis nine that there was no significant relationship among openness, emotional stability, extraversion and psychosocial adjustment. Openness did not explain variance in psychosocial adjustment of undergraduate in the absence of other variables. This very finding is very surprising given the fact that the popular belief is that openness would normally have a significant impact in psychosocial adjustment of undergraduates. Openness as it relates to this study refers to the biological trait in an individual which involved being imaginative rather than practical, preferring variety to

routine and being independent rather than conforming. This finding from this study disagrees with the works of Santrock (1977) who agreed that openness is an important concept in the psychosocial adjustment of undergraduates which affects the psychosocial adjustment of undergraduates.

Agreeableness and psychosocial adjustment.

Data collected and analyzed revealed that there was no significant relationship among agreeableness, emotional stability, extraversion and psychosocial adjustment. This finding specifically reveals that agreeableness did not significantly explain variance in psychosocial adjustment in the absence of other variables. This very finding is very surprising because it disagrees with the work of Santrock (1977) which speculates that agreeableness is an important variable in psychosocial adjustment of an individual. Agreeableness as it relates to this study refers to the biological trait in an individual which involved being softhearted, not ruthless; trusting, not suspicious; and uncooperative.

Conscientiousness and psychosocial adjustment.

The study revealed that conscientiousness had a significant relationship among emotional stability, extraversion, openness, agreeableness and psychosocial adjustment. The study affirms that conscientiousness explain variance in psychosocial adjustment in the absence of other variables. In this model, a chain of relationship have been established namely, that there is a positive relationship among conscientiousness, emotional stability, extraversion, openness and psychosocial adjustment and this gives credence to the fact that conscientiousness is an important concept in psychosocial adjustment. This finding agrees with the work of Santrocks (1977) which affirmed that conscientiousness traits include being organized, careful, and disciplined and those without the traits are disorganized, careless and

impulsive and these traits affect undergraduates' psychosocial adjustment positively or negatively.

Authoritative parenting styles and psychosocial adjustment.

The findings of this hypothesis revealed that there was significant relationship between authoritative parenting style and psychosocial adjustment. This finding specifically reveals that authoritative parenting style explains variance in psychosocial adjustment in the absence of other variables. This study agrees with the work of Baumrind (1971, 1991) which speculates that authoritative parenting style is the best parenting strategy and that authoritative parenting encourages children to be independent but still places limit and controls on their behavior.

Counsellors in the universities should note that undergraduates have much greater autonomy than they did in the past and parental involvement in the lives of undergraduates in terms of parental guidance is declining. Parents should be conscious of the parenting style to be applied to their undergraduates. Counsellors have a great deal of work in organizing seminars to enlighten parents on the best parenting styles for their undergraduates because this will in turn determine the academic realization of these undergraduates.

Authoritarian and psychosocial adjustment.

The study reveals that there is no significant relationship among authoritative parenting style, authoritarian parenting style and psychosocial adjustment of undergraduates. Meanwhile this finding specifically reveals that authoritarian did not explain variance in psychosocial adjustment in the absence of other variables. This very finding disagrees with the work of Santrock (1977) which speculates that some parents apply authoritarian parenting style on their undergraduates. Authoritarian parenting style as it relates to this study refers to a type of parenting style used on an individual which is restrictive, punitive style that exhorts

a child to follow the parents directions rigidly and to respect work and effort. The authoritarian parents firmly limits and controls their children with little verbal exchange. Authoritarian parenting is associated with undergraduate's social incompetence.

Neglectful, authoritative, authoritarian and psychosocial adjustment.

The study reveals that there was no significant relationship among neglectful, authoritative, authoritarian parenting style and psychosocial adjustment of undergraduates. This finding specifically reveals that neglectful did not explain psychosocial adjustment in the absence of other variables. This very finding disagrees with the work of Santrock (1977) which speculates that some parents apply neglectful parenting style on their undergraduates. Neglectful parenting style as it relates to this study refers to a type of parenting style used on an individual in which parents are uninvolved in their children's life. This style is associated with the child's social incompetence especially in lack of self control. Undergraduates whose parents are neglectful might develop a sense that other aspect of the parents lives are more important than they are. These undergraduates tend to show poor self control and do not handle independence well.

Indulgent, neglectful, authoritative, authoritarian and psychosocial adjustment

The study reveals that there is no significant relationship among indulgent, authoritative, authoritarian parenting style and psychosocial adjustment of undergraduates. This finding specifically reveals that indulgent did not explain variance in psychosocial adjustment of undergraduates in the absence of other variables. This very finding disagrees with the work of Santrock (1977) which speculates that some parents apply indulgent parenting style on their children. Indulgent parenting style as it relates to this study refers to a type of parenting style used on an individual in which parents are highly involved with their children but place few demands or controls on them. Indulgent parenting is associated with

undergraduates' social incompetence especially in lack of self control. Such parents let their children do what they want and the result is that their undergraduates never learn to control their own behaviour and always expect to get their way and this affects their psychosocial adjustment negatively which eventually jeopardizes their university academic realization.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

Summary

This study investigated personality supertraits and parenting styles as correlates of psychosocial adjustment of undergraduates in Niger Delta Region. It also examined the mediating impact of parents-child relationship, peer group influence and moderating impact of gender and age on their relationship with psychosocial adjustment.

Fifteen research questions and fifteen hypotheses were formulated to guide the study. The first research question focused on the relationship between personality supertraits and psychosocial adjustment, while the null hypothesis focused on the relationship between these variables. Subsequently, the research question focused on the relationship among all the variables in the study, while the null hypotheses focused on the relationship among independent, mediating, moderating variables and the dependent variable.

The study was a correlational study that employed questionnaire type of instrument titled personality supertraits, parenting styles and psychosocial adjustment scale (PSPSPS). This was constructed. Almost all the sections of the questionnaire were self-made except the personality supertraits scale which was adapted from Costa and McCrae (1992). The research instrument consists of six sections. The data collected from 950 respondents was analyzed with the multiple correlation and multiple regression analysis and the results were illustrated with the aid of path analytic models. The findings listed below were arrived at from the analysis of the data.

Findings: The following are the findings in this study.

1. There is a significant relationship between personality supertraits and psychosocial adjustment. The proportion of variance in psychosocial adjustment accounted for by personality supertraits was 16%.
2. There is a significant relationship among personality supertraits, parenting styles and psychosocial adjustment. The contribution of the two variables to psychosocial adjustment was 26%. However, parenting styles accounted for 10% amount of variance in psychosocial adjustment of undergraduates.
3. Parents-child relationship did not significantly mediate the relationship among personality supertraits, parenting styles and psychosocial adjustment. Parents-child relationship accounted for 0% amount of variance in psychosocial adjustment.
4. Peer group influence significantly mediated the relationship among personality supertraits, parenting styles and psychosocial adjustment. Peer group influence accounted for 4% amount of variance in psychosocial adjustment
5. Gender did not significantly moderate the relationship among personality supertraits, parenting styles and psychosocial adjustment. Gender accounted for 0% amount of variance in psychosocial adjustment.
6. Age did not significantly moderate the relationship among personality supertraits, parenting styles parents-child relationship, peer group influence, gender and psychosocial adjustment. Age accounted for 0% amount of variance in psychosocial adjustment.
7. There is a significant relationship between emotional stability and psychosocial adjustment. The proportion of variance in psychosocial adjustment accounted for by emotional stability was 21%

8. There is a significant relationship among emotional stability, extraversion and psychosocial adjustment. Extraversion accounted for 1% variance in psychosocial adjustment.
9. There is no significant relationship among openness, emotional stability, extraversion and psychosocial adjustment. Openness accounted for 0% amount of variance in psychosocial adjustment. Openness did not explain variance in psychosocial adjustment in the absence of other variables.
10. There is no significant relationship among agreeableness, emotional stability, extraversion, openness, and psychosocial adjustment. Agreeableness accounted for 0% amount of variance in psychosocial adjustment.
11. There is a significant relationship among conscientiousness, emotional stability, extraversion, openness, agreeableness, and psychosocial adjustment. Conscientiousness accounted for 1% amount of variance in psychosocial adjustment.
12. There is a significant relationship between authoritative parenting style and psychosocial adjustment. The proportion of variance in psychosocial adjustment accounted for by authoritative was 21%.
13. There is no significant relationship among authoritarian parenting style, authoritative and psychosocial adjustment. Authoritarian parenting style accounted for 0% and it did not explain variance in psychosocial adjustment in the absence of other variables
14. There is no significant relationship among neglectful parenting style, authoritative, authoritarian, and psychosocial adjustment. Neglectful parenting style accounted for 0% amount of variance in psychosocial adjustment hence it did not explain variance in psychosocial adjustment in the absence of other variables.

15. There is no significant relationship among indulgent parenting style, authoritative, authoritarian, neglectful and psychosocial adjustment. The proportion of variance in psychosocial adjustment accounted for by indulgent parenting style is 0%.

Conclusions

Based on the findings of this study the following conclusions were drawn that: The conclusions of the study are as stated as follows that:

1. Personality supertraits correlates with the psychosocial adjustment of undergraduates in the Niger Delta Region.
2. Parenting styles correlate with psychosocial adjustment of undergraduates in the Niger Delta Region.
3. Parents-child relationship did not significantly mediate the relationship among personality supertraits, parenting styles and psychosocial adjustment.
4. Peer group influence mediates the relationship among personality supertraits, parenting styles and psychosocial adjustment.
5. Gender did not significantly moderate the relationship among personality supertriats, parenting styles and psychosocial adjustment.
6. Age did not significantly moderate the relationship among personality supertraits, parenting styles and psychosocial adjustment
7. Emotional stability is significantly related to psychosocial adjustment.
8. Extraversion correlates significantly with psychosocial adjustment.
9. Openness did not explain variance in psychosocial adjustment in the absence of other variables.
10. Agreeableness did not significantly correlate with psychosocial adjustment as it did not explain variance in psychosocial adjustment in the absence of other variables.

11. Conscientiousness is significantly related to psychosocial adjustment.
12. Authoritative parenting style is significantly related to psychosocial adjustment.
13. Authoritarian parenting style did not significantly relate to psychosocial adjustment as it did not explain variance in psychosocial adjustment in the absence of other variables.
14. Neglectful parenting style did not significantly relate to psychosocial adjustment as it did not explain variance in psychosocial adjustment in the absence of other variables.
15. Indulgent parenting style did not significantly relate to psychosocial adjustment as it did not explain variance in psychosocial adjustment in the absence of other variables.

Recommendation

Based on the conclusion reached in this study the following recommendations are made:

Those personality supertraits of emotional stability, extraversion, and conscientiousness significantly correlate psychosocial adjustment of undergraduates in Niger Delta Region leaves a lot to desire by parents and university counsellors. It suggests that a personality supertrait has beneficial effects on the undergraduate's psychosocial adjustment and it should be noted that the positive traits should be upheld while the negative traits in them are eliminated. The finding of this result showed a positive relationship between parenting styles and psychosocial adjustment of undergraduates.

Arising from the finding of this study, it is recommended that authoritative parenting style of being warm and caring should be applied effectively on the undergraduates by their parents for excellent psychosocial adjustment. It is recommended that university counsellors should give attention to family counselling. This will help to create the awareness of the positive effect of the different parenting attitudes on the undergraduates and know the best

parenting style to apply and also to guide the parents on how to handle effectively the various personality supertraits inherent in the children for positive psychosocial adjustment.

Implications of the study for education

The following constitute implications of this study for educational counselling:

Encouraging and improving upon of the personality supertraits and upholding the positive traits and eliminating negative traits would produce decent undergraduates with high integrity hence lead to positive psychosocial adjustment and conducive academic environment for excellent learning. Effective applications of parenting styles would enhance a mutual commitment of affection, interdependence and showing of future plans as a result, having an excellent interpersonal interaction with others hence lead to excellent undergraduates' psychosocial adjustment.

Counsellors should as a matter of urgency ensure that they collaborate with the parents in ensuring that they have adequate knowledge of the personality supertraits inherent in their undergraduates and how to encourage the positive traits and eliminate the negative traits in them. The university counsellors should pay attention to family counselling and this will help to create awareness of the positive effects of the different parenting styles on the undergraduates.

Parents should be counselled to endeavour to apply effectively the authoritative parenting style by becoming friendly with their children who will become decent undergraduates with high integrity hence lead to positive psychosocial adjustment and conducive academic environment for excellent learning. There is the need for university counsellors, relevant authorities to liaise with the parents, by organizing seminars in the universities for parents and guardians with a view to educating them on personality

supertraits in their children and the use of the best parenting style on their undergraduates for positive psychosocial adjustment.

Contribution to knowledge

This study has the following as its contribution to knowledge:

- (1) That personality supertraits variable is a correlate of psychosocial adjustment among university undergraduates in the Niger Delta Region.
- (2) That parenting styles is a correlate of psychosocial adjustment among university undergraduates in the Niger Delta Region.
- (3) That peer group influence is a correlate of psychosocial adjustment among university undergraduates in the Niger Delta Region.

Suggestions for Further Research

There is need for further research to cover the variables of influence of mass media, self esteem, and culture on undergraduates' psychosocial adjustment.

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**DEPARTMENT OF COUNSELLING PSYCHOLOGY, FACULTY OF
EDUCATION, DELTA STATE UNIVERSITY, ABRAKA.**

**Personality Supertaits, Parenting
Styles and Psychosocial Adjustment Scale
(PSPSPS)**

The questionnaire is for research purpose. The questionnaire is designed to find out undergraduate's Personality Supertraits, Parenting styles as they affect Psychosocial Adjustment which eventually contributes to the educational development in Nigeria. Please answer each of the questions as honestly as possible. All responses will be treated with strict confidentiality

SECTION A.

Instruction:

Please tick good (✓) in the appropriate space provided

University

Faculty:

Department:

1. Sex: Male () Female ()

2. Age: 15-25 () 26-35 () 36-45 () 46 and above ().

Please rate the following statements according to how they relate to you using the four points scale shown below. Tick good (✓) in the column that is most appropriate to your feeling. Please note that there is no right or wrong answer. Strongly Agree (SA) Agree (A) Disagree (D) Strongly Disagree (SD)

SECTION B.

1 2 3 4
4 3 2 1

S/N	Items (Personality Supertraits Scale)	SA	A	D	SD
3	I often feel inferior to others				
4	Sometimes I feel completely worthless.				
5.	At times I have been so ashamed I just want to hide				
6.	I often get angry at the way people treat me.				
7	Too often I get discouraged.				
8.	I often feel helpless and want someone else to solve my problem.				
9.	I like to have a lot of people around me.				
10.	I like to be where the action is				
11.	I usually prefer to do things alone				
12.	I would rather go my own way than being a leader				
13.	I believe we should look to our religious authorities for decision on moral issues				
14.	Sometimes when I am reading poetry, I feel like a child.				
15.	Sometimes when I am looking at some works of art I am filled with a wave of excitement.				
16.	I have a lot of intellectual curiosity				
17.	I often enjoy playing with theories and abstract ideas.				
18.	I am very imaginative				
19.	I like creating new ideas				

20.	I am very independent				
21.	I don't like to waste my day dreaming				
22.	Some people think of me as cold and calculating				
23.	If necessary, I am willing to manipulate people to get what they want				
24.	I try to perform all tasks as assigned to me conscientiously				
25.	I have a clear set of goals and work towards them orderly				
26.	I work hard to accomplish my goals				
27.	When I make commitment I can always be counted on to follow through				
28..	I never seem to be able to get organized				
29.	I strive for excellence in every thing I do				
	SECTION C				
	Parenting Style scale (Authoritative Parenting Style)				
30.	My parents answer my questions				
31.	My parents are warm and caring towards me				
32.	My parents always insist that I should respect work and effort and reward me in the end.				
33.	My parents are very happy when I do well in school.				
34.	My parents encourage me to do better in my studies.				
35.	My parents allow me to move with good friends.				
	(Authoritarian Parenting Style)				
36.	My parents are too strict				
37.	My parents are unkind to students by criticizing them.				
38.	My parents put me off when I ask questions.				
39.	My parents don't praise me even when I do something right.				
40.	My parents punish me too severely.				

41.	When I am sad my parents don't ask me why.				
	(Neglectful)				
42.	My parents do care what I do at home				
43.	My parents are easy going				
44.	There are no rules in home guiding me				
45.	My parents don't care about my school materials				
46.	My parents don't care about my academic performance (whether I am reading or not)				
47.	My parents are too permissive with children.				
48.	My parents do not care what I do in the university.				
49.	They do not care about the type of friends I keep in the campus				
50.	My parents don't border whether I greet our neighbours at home or not.				
51.	My parents don't even allow our neighbours to correct me in any form.				
	(Indulgent.)				
52.	My parents so over empowered me with confidence that I don't care about other people's feeling.				
53.	I hardly respect people.				

54.	I am so close and relaxed with my parents that I don't fear or respect them.				
55.	I hardly control my behaviour.				
56.	I have no regard for people's opinion.				
57.	My parents always feel that I am matured to be cautioned.				
58.	My parents feel it is my right to get all I requested for all the time.				

	SECTION D				
	Parents –child relationship				
59.	My life as a child living with my parents was fulfilling.				
60.	I get the necessary emotional support from my parents to meet my basic expenses at the university				
61.	I get the necessary financial support from my parents to meet my basic expenses at the university.				
62.	I am always rewarded by my parents for any achievement especially academic performances				
63.	My parents discuss with me				
64.	I get personal help from my parents.				
	SECTION E				
	Peer Group Scale				
65.	I am easily influenced by my mates				
66.	I like obeying my friends than my teachers				
67.	I like what my friends tell me than my parents				
68.	I often obey my friend than my parents				
69.	I can't trust my friends as much as my parents				
70.	I love to do things without being influenced by my friends				
71.	I normally can't do things without approval from my friends				
72.	I love my friend's way of life than mine				
73.	I hate being directed by friends				
74.	Some friends led me to an antisocial group				
75.	I have friends but don't listen to them all the time				
76.	I always want to behave differently among my friends				
77.	I can't do without my friends				
78.	My friends always help me to avoid making mistakes				

79.	I like to do whatever I desire whether my friends like it or not				
80.	I hate many things which my friends like to do				
81.	Some times my friends hate to agree with my opinion				
82.	I normally argue with my friends most times				
83.	I like to satisfy my friends all the time as a result I became a cultist				
84.	I love our group of friends all the time.				
	SECTION F				
	Psychosocial Adjustment Scale				
85.	I sometimes look down at others				
86.	I sometimes keep on at a thing until others lose patience on me.				
87.	Bad words, often terrible words, come into my mind and I cannot get rid of them rather I release them on people				
88.	If someone in a position of authority is making an unjust request or asking me to do something wrong, I will: comply.				
89.	Give appearance of complying but secretly do otherwise				
90.	I like people sympathizing with me				
91.	I tried to reduce tension by eating more.				
92.	I tried to reduce tension by drinking more alcohol				
93.	I tried to reduce tension by smoking cigarette				
94.	I tried to reduce tension by taking more tranquilizing				
95.	I took it out on other people and quarrel with them when I felt angry or depressed				

96.	Now that I am living home without parents or friends, I feel I am finished.				
97.	In my class, everyone else knows more than I do, so what's the need of saying anything.				
98.	I used to wonder why people think the world is a good place				
99.	I always feel ashamed of myself.				
100.	I always feel guilty of myself				

APPENDIX II

TABLE OF CONTENT VALIDITY ESTIMATES OF RESEARCH INSTRUMENTS

S/N	Variables	No. of Items	Explained Variance %	Unexplained Variance %	Total
1	Personality super traits	27	291.05	208.95	500
		6	54.16	45.84	100
	Emotional stability	4	40.71	59.29	100
	Extraversion	9	69.23	30.77	100
	Openness	2	63.70	36.30	100
	Agreeableness	6	63.25	36.75	100
	Conscientiousness				
2	Parent styles	29	218.21	181.79	
	Authoritative	6	53.05	46.95	100
	Authoritarian	6	50.63	49.37	100
	Neglectful	10	55.64	44.36	100
	Indulgent	7	58.89	41.11	100
3	Parent-child relationship	6	60.20	39.80	100
4	Peer Group Influence	20	56.20	43.80	100
5	Psychosocial adjustment	16	66.90	33.10	100

APPENDIX III

Table 3.1. : Interpretation Schedule for Research Instruments

	Upper Limit 60%	Middle 30%	Lower Limit 10%
Personality Supertraits	108-68	67-41	41- 1
Emotional Stability	24 – 15	14 – 10	9 – 1
Extraversion	16 – 10	9 – 7	5 – 1
Openness	36 – 23	22 – 14	14 – 1
Agreeableness	8 – 5	4 – 4	3 – 1
Conscientiousness	24– 15	14 – 10	9 – 1
Parenting Styles	116-73	72-44	44- 1
Authoritative	24 – 15	14 – 10	9 – 1
Authoritarian	24 – 15	14 – 10	9 – 1
Neglectful	40 – 25	24 – 16	15 – 1
Indulgent	28 – 18	17 – 11	11 – 1
Parents – Child relationship	24 – 15	10 – 4	9 – 1
Peer group Influence	80 – 50	49 – 31	30 – 1
Psychosocial adjustment	64 – 40	39 – 25	24 – 1

APPENDIX IV

SUMMARY TABLE OF CONTENT VALIDITY ESTIMATE OF PERSONALITY SUPERTRAITS SCALE

Contents	Total Items %	COMPONENTS /ITEMS										Total Varianc e explaine d	Unexplai ned Variance	<i>Total</i>
		1		2		3		4		5				
		Items	% of vari ance	Ite m s	%	Ite ms	%	Ite ms	%	Ite ms	%			
Neuroti cism	6	4	35.95	2	18.21	-	-	-	-	-	-	54.16	45.84	100
Extrave rsion	4	4	40.71	-	-	-	-	-	-	-	-	40.71	59.29	100
Openne ss	10	2	16.74	3	15.11	3	14.41	1	11.8 5	1	11.11	69.22	30.78	100
Agreea bleness	2	2	63.70	-	-	-	-	-	-	-	-	63.70	36.30	100
Consci entious ness	6	3	43.49	3	19.76	-	-	-	-	-	-	63.25	36.75	100

APPENDIX V

SUMMARY TABLE OF CONTENT VALIDITY ESTIMATE OF PARENTING-STYLES SCALE

Contents	Total Items %	COMPONENTS/ITEMS										Total Variance explained %	Unexplained Variance %	Total %
		1		2		3		4						
		Items	%	Items	%	Items	%	Items	%	Items	%			
Authoritative	6	6	53.05	-	-	-	-	-	-	-	-	53.05	46.95	100
Authoritarian	6	6	50.63	-	-	-	-	-	-	-	-	50.63	49.37	100
Neglectful	10	7	39.76	3	15.88	-	-	-	-	-	-	55.64	44.36	100
Indulgent	7	4	42.15	3	16.74	-	-	-	-	-	-	58.89	41.11	100

APPENDIX VI
SUMMARY TABLE OF CONTENT VALIDITY ESTIMATE OF PEER GROUP INFLUENCE
SCALE

Contents	Total Items %	COMPONENTS/ITEMS												Total Variance explained %	Unexplaine d Variance %	<i>Total</i> %
		1		2		3		4		5		6				
		Items	%	Items	%	Items	%	Items	%	Items	%	Items	%			
Peer Group Influence	20		18.51		10.99		9.24		6.17		5.57		5.41	55.89	44.11	100

APPENDIX VII

SUMMARY TABLE OF CONTENT VALIDITY ESTIMATE OF PARENTS-CHILD RELATIONSHIP SCALE

Contents	Total Items %	COMPONENTS/ITEMS		Total Variance explained %	Unexplained Variance %	<i>Total</i> %
		1				
		Items	%			
Parents-child Relationship	6	6	60.20	60.20	39.80	100

APPENDIX VIII

SUMMARY TABLE OF CONTENT VALIDITY ESTIMATE OF

PSYCHOSOCIAL ADJUSTMENT SCALE

Contents	Total Items %	COMPONENTS/ITEMS												Total Variance explained %	Variance Unexplained Variance %	<i>Total</i> %
		1		2		3		4		5		6				
		Items	%	Items	%	Items	%	Items	%	Items	%	Items	%			
Psycho social Adjust ment	16	4	25.83	4	11.98	2	8.75	2	7.25	2	6.76	2	6.33	66.90	33.10	100